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**THE EMPLOYMENT, DEVELOPMENT AND
SUPPORT OF PART-TIME LECTURERS IN ONE
UK UNIVERSITY**

Sarah Marshall

March 2004

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Abstract

This research explored the nature and extent of the contribution of part-time lecturers to student learning in Higher Education, through a case study of one UK University. It drew on the experiences and opinions of part-time lecturers themselves, and of course directors, who had direct responsibility for managing the courses on which the part-timers taught. The primary data for the study was collected through a survey of each of these two groups of staff, covering the academic year 2000-2001. While the survey data in this study were largely quantitative, the inclusion of open questions provided opportunities for staff to express their own views. The issues raised were analysed against the background of previous research and emerging policy and legislation.

The overall picture that emerged was of a group of staff who were enthusiastic and knowledgeable about their subject areas and committed to teaching students. However, their enthusiasm was tempered in many cases by the general failure of the university to manage this very important human resource strategically or effectively. There were examples in the responses of poor communication with part-time staff, poor administration, especially in relation to contracts and payment, lack of consideration of the information and resource needs of part-time lecturers, limited training and development opportunities, high levels of uncertainty and a tendency for managers to view part-time lecturers as a 'flexible commodity'.

Course directors frequently referred to the additional administration and student support that full-time academics had to take on because of the nature of the contracts given to most part-time lecturers. While there were a few examples of part-time lecturers who were well-integrated and expressed a sense of belonging to the faculty and the organisation, there were many who felt isolated and marginalised: they were rarely included in decision-making processes, received only such information as directly related to the module(s) they were teaching, rarely communicated with students outside the lecture theatre or classroom and, when they did undertake broader roles (which many did), were rarely paid for the additional work.

Some recommendations are made for a more strategic and inclusive approach to the management of part-time lecturers, which it is believed would have benefits for part-time and full-time lecturers alike, and would also enhance the quality of the student experience. Suggestions are also made for future research and development, including an exploration of the potential for web-based communication to reduce isolation.

**THE EMPLOYMENT, DEVELOPMENT AND
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CHAPTER 1: Context and rationale for the research

INTRODUCTION

The purpose of this research was to give voice to the experiences and views of part-time lecturers and their full-time colleagues in order to ascertain, from a range of evidence-based perspectives, how effectively this major human resource was being managed. It was a further aim that, once the key issues had been established, recommendations should be made as to how part-time lecturers might be managed more appropriately. Thus while the empirical data would be collected in one university, it was hoped that the findings and recommendations would also prove relevant and useful to other higher education institutions.

Such research as had been reported about part-time teachers in the UK had, at the commencement of this study, aimed mainly either to quantify and categorise part-timers, or to present some of the traumas experienced by individual part-time teachers. Moreover, much of what *had* been written related specifically to the growing numbers of postgraduate tutors and demonstrators. (Husbands and Davies, 2000). From a management perspective, little attention had been afforded in the literature to the impact of employing hourly-paid lecturers on the workloads of full-time colleagues, or on the overall quality of educational provision as experienced by students. (Chintis and Williams, 1998; Jaques, 1998). Furthermore, changes in United Kingdom employment legislation relating to part-time and fixed-term workers, which were introduced during the period of the research, make the findings and recommendations of this study particularly timely, both for the university in which the work was based and for other similar institutions in the United Kingdom Higher Education sector.

GENERAL CONTEXT FOR THE RESEARCH

“Vice-chancellors argue that the flexibility provided by part-time and temporary staff is essential in a time of

financial stringency when universities need to respond to changing customer needs” (Chintis and Williams, 1999, p 5)

The UK Higher Education sector, at the time of this research, had been operating for some time in a rapidly changing environment, where Government policy was increasingly directive and interventionist: courses and staff were subject to a high level of scrutiny by external bodies; the aims of Higher Education were increasingly being expressed in terms of standards and outcomes, for example through the publication of the Quality Assurance Agency (QAA) Code of Practice, subject benchmarks and a national qualifications framework for Higher Education; the widening participation agenda had brought about a significant increase in both the number and diversity of students. These increased student numbers had not been matched by an equivalent increase in academic staff numbers, and the numbers of vocational and professionally accredited courses had grown considerably in response to student demand.

Added to this, there had been an increased emphasis within ‘new’ universities (that is, the former Polytechnics) upon research and knowledge transfer, leading to a tendency towards the use of research grants to ‘buy out’ the time of the most effective researchers among the academic staff. Rather than creating full-time academic posts to meet the resulting shortage of teachers, universities had moved towards a more flexible employment model; part-time lecturers were bought in by the hour, as required, largely to ensure that there were enough staff to teach the students. While this arrangement would appear to have been attractive from an institutional point of view, in that it allowed flexibility of response to student numbers and to variations in the popularity of individual subjects and courses, and afforded the opportunity to employ part-time lecturers who were ‘expert’ in their professional fields, there were indications of number of associated management issues which merited investigation. This imperative was further supported by anecdotal evidence obtained over a period of two years from part-time lecturers in the author’s own university. Furthermore, during the course of the research, changes in legislation emerged which would

require the institution, and the sector as a whole, to re-consider the terms and conditions of employment for part-time and fixed-term workers in order to ensure equitable treatment.

THE INSTITUTIONAL CONTEXT FOR THE RESEARCH

“abilities are not attributes of individuals which exist independently... they are qualities of the relationship between the individual and the context in which she or he operates” (Bridges et al, 1986, p 222).

The University that was the setting for this research was established in the mid-nineteen-eighties as a result of the merger of a university and a polytechnic. At its establishment, the University had 11,200 students (9,300 FTE) who were served by just under 2,000 staff, of which 760 were academic staff; at the time of this research, it had nearly 22,000 (17,050 FTE) students and over 3,500 members of staff (of which about 1000 were academic staff). In the 10 years prior to this research, the full-time student population had risen by 54% and the part-time population by 58%, and as part of a policy of responding to areas of greatest need, the full-time student population on one campus had increased during the same period by 119% and was continuing to grow. In the same period, the number of *academic* staff had only increased by some 30%.

The University has four campuses, the nearest together being a couple of miles apart, the furthest apart lying about 60 miles (1.5 hours' drive) from each other. In recent years Faculty and School re-organisation had rationalised the spread of Schools and subjects across multiple campus locations, and had begun to concentrate on developing the particular characteristic strengths and opportunities of each location. The Faculty restructuring took place during the collection of the empirical data for this research, and this report refers to the faculty structures which were in place in 2000-2001, the period covered by the surveys. (APPENDIX 1). Following a decade of rapid and extensive change, this University, in common with all HE institutions, continued to be faced with, among other

challenges, expanding numbers of students from increasingly diverse backgrounds, a decline in the unit of resource and a high level of external scrutiny in relation to the ‘quality’ of its teaching and research.

THE EMPLOYMENT OF PART-TIME TEACHERS IN AN EXPANDING HIGHER EDUCATION SECTOR

“For the sector to meet government targets in relation to student numbers and widening participation inevitably means drawing more rather than less on the available knowledge and expertise of part-time lecturers”.
(NATFHE, 2001, p 17).

Over the years, one response to the increase in student numbers in the University had been an increase in the number of hourly-paid part-time lecturers, and other categories of part-time teacher. It was not easy, however, to identify exactly who these staff were, and where (and for what reasons and purposes) they were deployed. This proved to be a challenge when identifying the population for this study and one which was reflected in the disparate nature of the part-time teacher population in the UK Higher Education Sector as a whole. (Husbands, 1998; Jaques, 1998; Chintis and Williams, 1999; Husbands and Davies, 2000; Pennington, 2001).

The focus of this research was upon that group of staff identified via the Human Resources database as being employed as ‘part-time lecturers’ or ‘visiting lecturers’. Beyond this group, there were several other categories of staff contributing part time to supporting student learning, for example, postgraduate tutors, contract research staff, library staff and technicians. This University was by no means unique in employing

“... many types of part-timer, varying from fractional appointments who are often valued long-term members of teaching teams, to, at the other end of the continuum, occasional visiting lecturers who may not be paid at all.”
(Blackwell et al, 2001, p 41)

and a review of previous researchers' attempts to identify and classify Higher Education part-time teachers and the nature and extent of the work they carried out, was necessary in order to determine the grouping and definition of the various categories of part-time teaching staff in this research. The terminology that was finally adopted is defined in Chapter 3 of this report.

Both in the USA (USDE/NCES 1996; USDE/NCES, 1997) and in the UK, (Lueddeke, 1997; Jaques, 1998; Wilkin and Elvidge, 1999; UK Council for Graduate Education, 1999; Nichol, 2000) the numbers of part-time teaching staff had increased significantly over the previous decade. These included large numbers of postgraduate students employed as part-time teachers or demonstrators, practising professionals and contract research staff (Nichol, 2000).

Moreover, there was

“... growing concern about the effects of this increased use of part-time teachers on the overall quality of higher education, particularly in a climate where full-time teaching is under increasing scrutiny.” (Nichol, 2000, p 116).

Chintis and Williams (1999) in a study of the issues for Quality in teaching and research raised by the employment of part-time and fixed-term staff in UK Higher Education, suggested that almost half of all lecturers in HE worked part time, most of these being hourly paid or 'casual'. They found that these staff were, in the main, employed not for their specific expertise, but for

“reasons of flexibility and economy” (Chintis and Williams, 1999, p 3).

However, Chintis and Williams found little statistical information about part-time teachers and their teaching hours, pointing out that that the HESA

(Higher Education Statistics Agency) definition was very restrictive, including only those academic staff working the equivalent of .25 or more of a full-time contract, and

“... undoubtedly considerably underestimates the extent... of the teaching done by such staff” (Chintis and Williams, 1999, p 3).

Indeed national statistics on staff in higher education institutions (HESA) had only been available at all since 1995-96, although there was some evidence prior to this of the academic profession, in line with national employment trends, becoming more contractually flexible (Farnham, 1999). Farnham noted that Robbins (CHE, 1963) reported that in British Universities only 3 percent of the teaching body (excluding medicine) was made up of part-time lecturers. Dearing (NCIHE, 1997) identified 23 percent of teaching staff in higher education as having part-time contracts and Bett (1999) suggested that, in some universities, up to 38 per cent of academic staff were hourly paid. Husbands (1998) who had published the most detailed work in this area, estimated that there might be as many as 75,000 part-time teaching positions in the six categories which he defined, and suggested that

“perhaps 50,000 of these ... are not individually numerated by HESA”. (Husbands, 1998, p 257).

Making reference to practice in a range of OECD (Organisation for Economic Co-operation and Development) countries, Kogan et al (1994), considered that the increased use of part-time, temporary and ad hoc academic appointments in higher education reflected pressures on universities to be more flexible. They also suggested that this trend could bring about savings in pensions and employer contribution liabilities.

Allan (2000) discussed in more general terms the arguments frequently put forward in favour of “core/periphery” organisational models, for example the “flexible firm” model offered by Atkinson (1984, 1987) and what Handy

called “Shamrock” organisations, which were composed of three main groups:

- 1 a core of full-time professional and managerial staff
 - 2 a cluster of specialist contract workers
 - 3 a group of part-time workers used in peak demand times
- (Handy, 1988)

The common arguments in favour of these ‘flexible’ models related to potential cost savings, which might include:

Greater productivity (Lewis, 1990, Horning et al, 1995)

Lower absenteeism (Lee and Hoon, 1995)

Fewer fringe benefits, fewer increments, lower, or no, pension contributions (Lewis, 1990)

Flexibility in working hours (Rothwell, 1995)

However, there were acknowledged to be a number of hidden costs involved in using non-standard employment (Allan, 2000) and there could also be negative effects on work relations and employee motivation. Allan (2000) argued that administrative and capital costs could be higher with a more flexible workforce, and that the reliance on “atypical workers” could undermine initiatives such as team working, employee commitment and development projects. He suggested that non-standard workers often had a lower level of commitment, leading to higher staff turnover and problems of motivation, communication and confidentiality, drawing on the findings of Brewster (1995) and Rothwell (1995). Lower levels of training, less experience and poor motivation might also have negative effects on, for example, quality standards (Deery and Mahony, 1994; Probert, 1995; Blyton, 1996). Barnes and O’Hara (1999), too, argued that

“... although fixed term contracts may appear to offer greater flexibility, there is little evidence that managers in Higher Education are aware of the implications of this employment practice in potentially undermining both the

quality of academic delivery and the ability of universities to cope with a fast changing environment.” (Barnes and O’Hara, 1999, p 229).

Illustrating the way in which flexible contracts could, in fact, make for a *less* flexible workforce, Barnes and O’Hara identified specific threats to high quality delivery which might be associated with managing academic staff on short-term contracts. They suggested that uncertainties about future staffing could bring about barriers to the continuity of projects, consistency of standards and effective strategic planning and, from the perspective of individuals, threats to commitment, trust and motivation. Where employees felt

“... excluded and undervalued, they may not be prepared to offer the institution the flexible adaptation to change, open communication and problem solving approaches... that it may need to adapt and survive.” (Barnes and O’Hara, 1999, p 234).

In addition to problems of motivation and commitment associated with lack of certainty about the future, Barnes and O’Hara found that staff on short-term contracts were frequently frustrated by institutional systems and procedures which appeared to disadvantage them, failing to recognise the needs, or in some cases the very existence, of staff on temporary contracts. These included access to libraries, photocopying facilities, e-mail and other resources, which, in addition to potentially disadvantaging their students, cut these staff off from information sources and from

“... much internal communication and perhaps more critically, from informal, discipline-focused, networking: ‘Information is power ... you’re out of the loop.’ (Barnes and O’Hara, 1999, p 235).

Kogan et al (1994), discussing challenges for adequate academic staffing in Higher Education included extensive reference to a study carried out in

Canada, which referred to part-time academics as 'hidden academics' or what the Dutch called 'throw away academics' (Kogan et al, 1994). The notion of the 'hidden academic' was an intriguing one, and one which was epitomised by the difficulties experienced in identifying, defining and locating the sample for this research. McGuire (1993) also referred to the invisibility of this critical mass of part-time teachers who were

“... disconnected from the community of learners ... and alienated from decision-making and from the collegial process”. (McGuire, 1993, cited in Wyles, 1998, p 92).

Husbands (1998) articulated a number of reasons *why* institutions might not hold complete data on their part-time teaching staff, suggesting that this might be partly due to the casual and locally-based nature of their employment, partly due to lack of central resources and partly due to

“... dispersed and primitive record-keeping on part-time teachers, despite a heavy reliance on such labour.”
(Husbands 1998, p276).

However, he also hinted at less tangible reasons for the non-coverage of the contribution of part-time teachers, linked to a denial by managers of the existence in their Universities of a

“...large peripheral workforce performing a substantial amount of the academic labour.” (Husbands, 1998, p275).

Husbands suggested that it was possible that some institutions not only did not know, but *preferred* not to know, how heavily they depended on part-time teachers, as if open acknowledgement of this dependence would somehow de-professionalise academia. He went on to stress, though, that developments in employment law would make it

“... increasingly incumbent upon institutions to have adequate data on all their teaching staff, including those

employed on different types of part-time basis.”

(Husbands, 1998, p 257).

He concluded that,

“... despite the increased resort by universities to using part-timers in the interests of cheapness and numerical flexibility, many employment-law trends are towards their incorporation into, and their treatment comparable to, the body of full-time workers” (Husbands, 1998, p 280).

The trends to which Husbands (1998) was alluding had their roots in the legislation relating to equality of opportunity, labour relations and the right to equal pay for work of equal value which had emerged during the 1970s and 1980s and which (notably in the areas of racial and disability discrimination) had been further developed and amended in the late 1990s and early 21st century. (Equal Pay Act, 1970; Sex Discrimination Acts, 1975 and 1986; Race Relations Act, 1976; Disability Discrimination Act 1995; Race Relations (Amendment) Act, 2000). Key to the employment of part-time lecturers was the introduction of the Part-time Workers (Prevention of Less Favourable Treatment) Regulations (2000) and the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002). This legislation implied that where fixed-term part-time post holders were carrying out broadly similar duties to other comparable staff, they should be transferred to an indefinite fractional contract (working for all or part of the year), and where there was no comparable employee, they should be transferred to an indefinite hourly-paid contract (also working for all or part of the year). Associated with these contracts would be the entitlement to equivalent (pro-rata) benefits to those received by a full-time member of staff doing comparable work.

As Husbands (1998) had pointed out, the general trends in employment law were towards a greater emphasis on the rights of individuals to fair and equitable treatment at work. The specific regulations relating to fixed term and part time workers were not in force when this research was designed or

when the empirical work was undertaken. Nevertheless, it was believed that the findings, and in particular any conclusions and recommendations from this research, would have little relevance either to the institution or to the wider Higher Education community if they were reported without some reference to the 2000 and 2002 legislation, which would clearly form a crucial element of the framework for any implementation of the recommendations and for future research and development in this area.

The teaching roles, locations and terms and conditions of employment of part-time teachers in the UK were the key aspects of a study by Husbands and Davies (2000) in which they considered the roles of various types of part-time teacher in 'old' and 'new' Universities in the UK. They suggested that

“... conventional academic statuses and job descriptions in higher education [meant that] most full-time lecturers would have a broadly similar mixture of duties and responsibilities and would probably have a similar educational background.” (Husbands and Davies, 2000, p 338).

They found that, conversely, part-time teachers were likely to be more diverse in most respects. There were likely to be considerable variations in, for example, their terms and conditions of employment, their rights, what they were expected to do, and their educational and personal backgrounds.

Husbands and Davies (2000) used the six categories which had previously been developed by Husbands (1998) from the eight categories he had originally described in his attempt to cover all possible types of part-time teacher in HE. The six categories defined by Husbands (1998) were summarised as follows by Chintis and Williams (1999):

“postgraduates registered for a research or taught degree at the institution where they teach with an hourly paid contract for their teaching

others who teach and are paid as contract labour by the hour (former postgraduates of the institution, postgraduates of other institutions, early-retired academics)

teaching assistants: postgraduate research students of the institution whose bursary/fee remission requires teaching duties

contract researchers employed as Research Assistant/Officers who undertake some teaching duties

occasional part-time teachers offering a single or a few classes and/or specialist lectures

any other type of part-time teachers” (Chintis and Williams, 1999, p 9).

However, Husbands and Davies (2000) also looked at two distinct models of the employment relationship between part-time teaching staff and institutions: the “contract labour” model, where

“...part-time teachers are hired in a conventional labour-market relationship, being paid by the hour for a given and contractually specified number of contact teaching hours with students.” (Husbands and Davies, 2000, p 340);

and the “indenture” module, where employment was

“... associated with receipt by a postgraduate student of a stipend or bursary or of a position as research assistant paid on the official research training pay-scale ...[where] teaching activity is usually for some allegedly fixed

maximum number of hours per week.” (Husbands and Davies, 2000, p 341).

They did not include, either in the six categories or the two models of employment relationship,

“part-time academic staff with prorated (or ‘fractional’) versions of conventional full-time contracts”, in fact these were “deliberately excluded from the typology.” (Husbands and Davies, 2000, p 339).

Yet this category of part-time lecturer was found to exist within the University which was the subject of this research, and indeed represented an employment status which might well be required in the future, given recent legislation, in place of at least some of the more common hourly paid contracts. Such ‘fractional’ appointees were not, therefore, excluded from this research, although they were few in number and could not therefore be considered as a separate group for comparative purposes.

In addition to identifying a need for more accurate statistical data to be collected in relation to part-time teaching staff, Chintis and Williams (1999) indicated that there was also a need for a

“... range of qualitative studies looking closely at the ways in which part-time staff are actually used in a variety of disciplines and subject areas.” (Chintis and Williams, 1999 p 47).

Kogan et al (1994) had suggested that, in Higher Education in the UK, all full-time academic staff, from lecturer to professor, tended to carry out basically the same functions of teaching, research and administration, though the balance of these might differ significantly from person to person. However, alongside these traditional full-time employment structures there was a

“... wide array of non-established academic and para-academic roles”. (Kogan et al, 1994).

Pennington (2001), discussing the issues for strategic professional development of part-time staff, stated that, while these staff formed a major component of the UK Higher Education workforce, their significant contribution was often hidden and little regarded. He argued that the establishment of strategy for their management, at both institutional and national levels had been hindered by the absence of

“... reliable management information which would enable us to know with confidence how many part-timers are working across the sector, what kinds of contributions they make, their qualifications and experience ...and so on.” (Pennington, 2001, p 1).

Husbands and Davies (2000) suggested that part-time teachers employed under what had they termed the “contract labour” model might be carrying out a range of duties (possibly at more than one HE institution) including, preparation, marking coursework, holding “office hours”, delivery of lectures, tutorials and seminars, curriculum development, setting and marking examinations. They also found that, in relation to postgraduate part-timers (the only group for which they discussed payment), there was a wide variance in the quoted average hourly rate of pay, not only between, but also within institutions.

However, they acknowledged that their study had

“... no data from part-time teachers themselves about how they personally feel concerning their employment circumstances.” (Husbands and Davies, 2000, p 358).

and pointed out that, where the views of part-time teachers themselves had been reported, this had largely been

“... experiential material about the some of the traumas of part-time teaching.” (Husbands and Davies 2000, p 342).

The contribution and working conditions of part-time teachers in UK Higher Education had, however, in recent times, become of increasing concern and interest at national level, not least because of changes in employment legislation outlined above. In 2001, a project was carried out by NATFHE (The National Association of Teachers in Further and Higher Education) and HESDA (The Higher Education Staff Development Association). This study, looking at part-time lecturers and the ILT (Institute for Learning and Teaching in HE), was based on the views of part-time teachers from three HE institutions in the South East of England and was funded by the Union Learning Fund. While the findings of the NATFHE/HESDA project were not published until after the data for this research were collected, the project report was published during the early stages of the analysis of the data in this study, which allowed some comparison of terminology and of relevant findings from the two projects. In addition, a draft version of the Questionnaire used in the project was made available to the author prior to publication of the report. Reference is therefore made in this report to some aspects of the NATFHE/HESDA findings (NATFHE, 2001).

Chintis and Williams (1999), having analysed Teaching Quality Assessment (TQA) reports over 5 subjects across all English universities, pointed out that, due to the lack of systematic or consistent reporting on the numbers of part-time and visiting staff used in teaching programmes, it was not possible to make a clear assessment of the impact of their use. They noted that, while some TQA reports commended departments on their constructive use of part-time teachers, others were more critical, mentioning excessive use of part-time staff who were not adequately supervised. (Chintis and Williams, 1999).

However, the methodology proposed for the assessment of teaching quality in UK Higher Education institutions from 2002 onwards, (Academic Review), made specific reference, within the section dealing with quality of ‘resources’, to the need for reviewers to consider whether staff teaching the

subject were suitably qualified and experienced (QAA, 2000). While the proposed Academic Review was never fully implemented, it would seem likely that, whatever external quality review mechanism were to replace it, institutions would have to look more carefully at the experience and qualifications of **all** staff contributing to the teaching of each subject. This would necessitate an appraisal of the nature, extent and quality of the teaching done by part-timers, as well as full-time academics.

DEVELOPMENT AND SUPPORT OF PART-TIME TEACHERS IN HIGHER EDUCATION

“ ... at a time of unprecedented changes in our higher education institutions, it is appropriate that we should take stock of the ways in which we encourage individuals and groups of staff to develop, how we organise ourselves to do this ... and indeed what the best approaches are.”

(Brew, 1995, p 1).

In the USA, the professional development of part-time (adjunct¹) teaching staff had been more frequently reported on in the late 1970s and the 1980s than in more recent years (d’Andrea, 2001). The key points arising from d’Andrea’s review of the literature on professional development for these staff were that:

- most examples of professional development programmes for part-time teachers had been in community colleges rather than universities
- only one University claimed to have a dedicated post to manage the implementation of its Part-time Teacher Faculty Development Plan
- a number of common elements emerged across professional development programmes for Adjunct faculty, including a staff

¹ D’Andrea defined Adjunct faculty as academic staff in higher education in the USA who are employed on part-time or non-permanent contracts

- handbook, inclusion in non-teaching activities, provision of structured professional development opportunities and concern for the inequitable working conditions
- there was little systematic professional development available for these staff
- there was a recognised need, in the interests of quality teaching and learning for students, to provide professional development for part-time teachers

D'Andrea (2001) also referred to the importance of inclusiveness, which in turn caused staff to feel valued and better supported. She quoted Jacobs (1998), who suggested that managers could

“... work to include part-time faculty in the institutional culture by defining roles, creating norms, and sharing values and symbols. The power of inclusion in the culture has been underestimated and undervalued, and even though it affords few real solutions, inclusion does raise morale and engage the commitment of part-time faculty to quality.” (Jacobs, 1998, p 10).

D'Andrea (2001) also referred to the negative impact on the professional status and motivational levels of part-time teachers in USA higher education of a lack of resources such as offices, telephones, support staff, computers and other equipment required for teaching and for communication with students and colleagues. Issues relating to communication, contract, payment and the lack of professional development and promotion opportunities further lowered the perceived status of part-time teachers. (Haeger, 1998).

Pennington (2001) acknowledged that there was

“... much to accomplish before we can have confidence that the specific contributions, needs and characteristics of such staff are adequately responded to. The issues are not merely technical or resource-dependent, they also involve matters of principle and values and operational questions of individual and group motivation. (Pennington, 2001 p 4).

He also indicated that, in the context of a more strategic approach to human resource management and development in Higher Education, there was a need for a

“... duty of care to be explicitly expressed [in relation to] this important group of employees.” (Pennington, 2001 p 4).

As Jaques (1998) pointed out:

“As the numbers of part-timers increase, this will put greater pressure on departments and the subject co-ordinators who work with part-timers.” (Jaques, 1998, p3).

This potential increase in the pressures on full-time academics had also been hinted at in the Dearing Report where it had been predicted that the extensive use of casual (hourly-paid) staff could mean that full-time staff spend much of their time managing them (NCIHE, 1997).

Chintis and Williams (1999), too suggested that there was a need to investigate

“... the extent to which [part-time staff] substitute for full-time staff compared with the extent to which they impose burdens on them.” (Chintis and Williams, 1999, p 47).

Jaques conceded that it would not be easy to persuade co-ordinators to

“... make greater efforts towards meeting the needs of their part-timers ... in a university environment where there are already many competing demands (Jaques, 1998, p 4)

and proposed that useful future work would be

“... to investigate the best ways in which to assist module leaders and School mentors to work with and meet the needs of the part-timers in their departments in order to create the best learning opportunities for their students.” (Jaques, 1998, p 3).

Lankard (1993) argued that the quality of the contribution of part-time “instructors” in adult and vocational education could be improved through the provision of effective “Orientation” (induction) programmes; relevant training, offered at appropriate stages and timed to meet the needs of part-timers; evaluation (through feedback from peers, superiors and students); and the provision of administrative support. She also suggested that part-time teachers should be encouraged to increase their involvement in the institution, which might include inviting them to meetings and scheduling meetings at times which were convenient to them. (Lankard, 1993).

Although Lankard (1993) was considering part-time teachers in the context of adult and community education, rather than University teaching, the parallels which can be drawn with HE are clear, and the recommendations she made in relation to induction, training, support and integration were deemed to be equally relevant at HE level. (Nichol, 2000; AAUP, 1997a).

D’Andrea concluded that, while some institutions in the USA had begun to resolve the problems associated with support and development of part-time teachers, these were

“... the rare exception to the rule.” (d’Andrea, 2001, p 4).

Forster and Thompson (1997) edited a collection of case studies on the preparation and support provided for part-time teachers in Scottish Higher Education. In the introduction to this publication, Forster referred to the need to sustain the quality of teaching in higher education at a time when increased numbers of part-time teachers were being deployed in response to increasing numbers and diversity in the student population. He argued that

“ ... provided steps are taken to ensure that part-time teachers are well prepared for their roles and effectively supported in their teaching duties, the quality of teaching can be maintained.” (Forster, 1997, p1).

In a review of support for part-time teachers in Higher Education, Jaques (1998) looked at evidence from the USA (adjunct faculty) and also from Australia (casual teachers) and the UK about some of the problems associated with supporting part-time teachers and offered some

“... practical and feasible ideas for solving them.”
(Jaques, 1998, p 1).

Jaques drew heavily in this review on the work of McKenzie (1993, 1994), whose evaluation of the support and development needs of part-timers at the University of Sydney (UTS) had revealed that:

“Part-timers in all focus groups expressed needs across a range of contexts, which can be broadly categorised into face-to-face teaching, assessment, knowledge of the institutional context and problems of isolation.”
(McKenzie, 1993).

While these needs would largely be similar for any new academic member of staff, whether part-time or full-time, needs in McKenzie’s latter two categories might be heightened by the nature of the contracts offered to

many part-time teachers. Lack of knowledge relating to policies, procedures, facilities and student support services could disadvantage both the part-timers and the students they taught, and could increase the administrative and support workload of their full-time colleagues. Similarly, lack of information, limited access to resources and infrequent contact with other staff teaching on the course could contribute to feelings of exclusion and low self-esteem, and to the undermining of potential for high quality delivery.

Similar areas of concern had been raised in a survey of part-time teachers at Oxford Brookes University, where part-timers referred to a need for clarification of their objectives, feedback on their teaching, access to resources such as computers for word processing and e-mail and more information about what was happening in the University as a whole. Jaques (1998) made the point that, while many of these needs could as easily have been expressed by full-time academics, it was the relative lack of control they had over the context in which they taught which made the needs of many of the part-time teachers unique.

The Universities Association for Continuing Education (UACE) Staff Development Network, wishing to

“... highlight and reduce the difficulties for part-time teaching staff in accessing staff development” (UACE, 2001)

produced a Code of Good Practice, drawing on activities which had been identified in its member organisations and other educational institutions. This code covered three areas where UACE believed action could be taken which would enhance the professional practice of part-time teachers: the inclusion of part-time teachers in policy and planning for staff development; opportunities to participate in a range of development activities, and to be paid to do so where possible; integration of part-timers into the life of

employing institution, for example, by being part of curriculum teams. (UACE, 2001).

Jaques (1998) reported high levels of commitment to teaching and to professional development among part-time teachers, but added that, while many had good relationships with subject co-ordinators, they perceived that

“...their departments overall paid little attention to part-timers’ needs.” (Jaques, 1998, p 3).

Many of the wider needs of part-timers might therefore be best addressed by facilitating improved relationships between the part-timers, their departments and the institution, with the overall aim of maintaining quality provision for students. Jaques suggested that this might require:

“improving communication with the full-time staff; gaining greater access to resources; clarifying policies or practices for working with students” (Jaques, 1998, p 3).

Nichol (2000) summarised the main findings of a study of good practice in the preparation and support of part-time teachers in Scottish higher education institutions. He considered the key processes and problematic issues through an analysis of four broad areas of support: institutional policies and practices; formal preparation programmes (eg workshops); systems for monitoring and evaluation; and formal and informal support measures in academic departments (Nichol, 2000). Nichol shared the views of McKenzie (1993, 1994) and Jaques (1998) that there was a need to involve schools or departments in the development of part-time lecturers, and to provide support that was both generic and discipline-specific. This would require development and support for full-time academics, especially co-ordinators and managers, as well as for the part-timers themselves; it would also necessitate the commitment of resources from departments or schools, although this might be managed in a range of ways. Nichol drew on the work of Wilkin and Elvidge (1999) to express the range of approaches to what he termed the “centre-department relationship” in the

initial preparation of part-timers. He showed how the involvement of the school or department had varied in proportion to that of the centre (staff or educational development unit) from “Department assumes primary responsibility ... centre provides some advice from the sidelines” to “Centre provides the preparation but with some disciplinary focus”. (Nichol 2000, p 24, Table 2).

Nichol (2000) found that, while there was a stated commitment from participants in his study to the evaluation of teaching carried out by part-timers, most departments had noted difficulties with this. He suggested that this was partly due to the fact the many of the policies, systems and procedures designed to support part-time teaching staff had been introduced relatively recently. He also argued strongly for evaluation to be

“focused on improving teaching and not just judging teaching performance”. (Nichol, 2000, p 125).

Nichol also suggested that quality would be enhanced through the development of an evaluation culture, which would be supported, (at minimal cost to the institution) by encouraging part-time teachers to engage in peer observation of teaching and to

“carry out evaluations themselves, as an ongoing part of teaching”. (Nichol, 2000, p 125).

In the light of the issues identified by such as Jaques (1998), Lankard (1993), Forster and Thompson (1997) and Nichol (2000), and of the links they had articulated between appropriate professional development and quality teaching, it seemed worthwhile to include in this research an investigation of the formal and informal means of support and development available to, and availed of by, part-time lecturers in the University. This would include an investigation of part-timers’ perceptions of the provision of information and resources, inclusion and integration, induction and professional development.

In spite of the high proportion of teaching carried out by part-time staff, Chintis and Williams (1999) found no evidence as to whether part-time and temporary staff would be included in any systematic training for teachers in HE. The introduction by the ILT (Institute for Learning and Teaching in Higher Education) of an 'Associate' category of membership may have encouraged individual part-time teachers to seek professional accreditation, and may also have led some HE institutions to consider formal accreditation of any training and development offered for part-time teachers. (ILT 2001).

More recently, the establishment in 2001 by the Learning and Teaching Support Network (LTSN) Generic Centre of a Part-time Teacher Staff Development Initiative, including opportunities for networking and sharing of resources and institutional practice, has further raised the profile of the issues and challenges relating to the employment of part-time teachers. Further research on professional development for part-time teachers in higher education, notably by Blackwell et al (2001), Tait (2002) and Forsyth (2002) has emerged during the writing of this report and would usefully inform future work with this group of staff. Finally, the employment legislation relating to fixed term and part time workers, referred to earlier in this Chapter, will compel institutions to address the development and support of part-time lecturers equitably and to provide equivalent resources, support and development opportunities (on a pro-rata basis to the number of hours and/or weeks worked).

GENERATION OF THE RESEARCH QUESTIONS

“Research questions drive enquiry.” (Bassey, 2002, p 117).

From the preceding overview of the literature and recent research on the employment, development and support of part-time teachers in Higher Education, a number of areas emerged as meriting further investigation.

These were grouped thematically into six broad areas, which together would form an illustrative case study, from which it was hoped some conclusions could be drawn about the management of part-time teachers in Higher Education, and recommendations made for changes where appropriate. The themes identified were as follows:

- 1 Nature, distribution and characteristics of the part-time lecturer population
- 2 Reasons for the employment of part-time lecturers
- 3 Formal and informal contracts of employment
- 4 Support and development of part-time lecturers
- 5 Impact on full-time colleagues and students of the employment of part-timers
- 6 The extent to which part-time lecturers were included in quality assurance procedures.

These areas were developed into a set of interrelated questions, which formed the basis for the empirical research for this case study, namely:

- What was the profile of the part-time lecturer population in the University?
- What were the main reasons given for the employment of part-time lecturers?
- Which aspects of the lecturer role did part-time lecturers undertake, and how far did their contracts reflect what they actually did?
- What was the perceived impact of their employment on full-time colleagues and on students?

- To what extent were part-time lecturers integrated into the organisation?
- How effectively were part-time lecturers supported and developed?
- To what extent were part-time lecturers included in quality assurance and monitoring procedures?

SUMMARY

This chapter has outlined the purpose of the research and defined the key themes and research questions which emerged from a review of relevant literature and recent research on the employment, development and support of part-time teachers in an expanding HE sector.

In the next chapter, there is a discussion of a range of methodological perspectives and approaches that informed decisions about the methods which were adopted in this study. This is followed by a chapter in which the methods of data collection and analysis are explained in some detail.

CHAPTER 2: Research approach

INTRODUCTION

The first Chapter of this report provided an introduction to the context and purpose of this research and an overview of the main themes and questions emerging from the literature and from previous research. Clearly the findings of previous researchers on the topic, and related topics, were influential in developing the research aims and in identifying key questions for investigation. Similarly, the research approach and methods adopted in this project were influenced by those employed in previous studies, as well as by a consideration of the conventions adopted within the main theoretical perspectives put forward in the literature. As de Vaus (1996) pointed out,

“Previous research on the topic ... can be invaluable in providing leads, helping articulate theories to test and alerting you to possible interpretations of what you observe.” (de Vaus, 1996, p 24).

A CASE STUDY APPROACH

“ ... a form of enquiry...[an] exploration of the unknown.”
(Bassey, 2002).

An organisational case study was designed, which aimed to address the interrelated research questions identified in Chapter 1. This approach to the research would allow for a range of methods and instruments to be developed and used to explore and synthesise the perspectives of part-time lecturers and course directors on relevant issues. As a study of one organisation, it was not anticipated, nor was it an aim, that the findings of the research should be fully generalisable to the Higher Education sector as a whole. However, given the context within which the study was carried out, and the questions it sought to address, it was hoped that the findings

would have considerable relevance beyond the University to other similar organisations.

Robson (1993), suggested that a case study was

“... a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence” (Robson, 1993, p 5)

and a useful starting point in the design of this research was to consider how this strategy might serve to address the research questions discussed in Chapter 1. Robson’s definition was therefore further explored in order to judge the appropriateness of a case study approach.

The research took as its focus a specific group of staff who had worked within a single UK University (context) over a defined period of time, (current) and was concerned with circumstances, relationships and processes as much as with outcomes (Bassey, 2002; Denscombe, 1998). It considered the management of this particular group of staff from a range of perspectives (multiple data sources).

An empirical investigation or enquiry starts with

“...the collection of data, usually by asking questions, observing actions or extracting evidence from documents.” (Bassey, 2002).

That is to say, it relies heavily on the use of primary, or first-hand, data sources; these were of key importance in this study. The case study approach also seemed appropriate in terms of the mixture of methods and perspectives which would be adopted (Cosley and Lury, 1987; Denscombe, 1998). In this case, documentary sources and survey data would be combined, and a range of perspectives on the topic would be investigated, thus providing for validation of data through triangulation by the use of

multiple data sources. (Denscombe, 1998; Open University, 1993; Creswell, 1994).

The term 'investigation' implies some exploration of the unknown and Sarantakos (1998) suggested that library research, case studies or expert consultations were common methods of data collection in exploratory research, which was usually undertaken

“...when there [was] not enough information available about the research subject.” (Sarantakos, 1998, p 7).

This research, although presented as a single case study, involved the collection of data on multiple sites of one University, to allow for comparison. While some minor differences emerged, there were no statistically significant differences between Campus locations. While such differences between sites as emerged would be useful for organisational purposes, reporting at this level of detail was not believed have added to the potential usefulness of the findings to other similar institutions. A case study of a single organisation could be criticised for presenting a less robust addition to the body of knowledge on the topic under investigation. However, if the case study is viewed not as a flawed experimental design, but as a fundamentally different research approach, then it can be seen as appropriate that the recommendations are not presented as 'what works', but as 'what might work', not as certainties, but as what Bassey refers to as “fuzzy predictions”, (Bassey, 2002, p 114). The outcomes of the research did not seek to be generalisable, in the statistical sense of direct inference from a sample to a larger population, but rather to be transferable to similar organisations in similar contexts. It was thus incumbent on the researcher to provide sufficient contextual information about the sector and the organisation for others to judge whether the findings and recommendations would be applicable within their own organisations.

QUALITATIVE AND QUANTITATIVE METHODS

“The qualitative imagination will tend to demand that quantitative analysis explains itself in terms of non-statistical concepts that it is claiming to measure. The quantitative imagination will demand a degree of precision in definition that qualitative work may want to slide away from.” (Brown and Dowling, 1998, p 83).

The review of the literature and relevant research in Chapter 1 highlighted the lack of information about part-time teachers in Higher Education (Husbands, 1998; Chintis and Williams, 1999; Husbands and Davies, 2000) and this determined at an early stage in the research that the process would be largely exploratory. Exploratory research was most often found in the research literature to have been associated with a qualitative, more subjective approach. Creswell (1994), for example suggested that one of the chief reasons for conducting a qualitative study is that the study is exploratory; not much has been written about the topic or population being studied, and the researcher seeks to listen to informants and to build a picture based on their ideas. (Creswell, 1994).

Sarantakos’ emphasis in defining “qualitative research” was on the reality as experienced by the respondents (Sarantakos, 1998), which was also characterised by Creswell’s notion of a qualitative paradigm, or view of the world which represented subjective and multiple reality, as seen by the participants in a study by Creswell (1994).

Creswell contrasted this with a quantitative paradigm, which was characterised by a view of reality as

“...objective and singular, apart from the researcher.”
(Creswell, 1994, p5).

One clear purpose of this research was to build up a profile of the population being studied, using data derived from two different perspectives, that of the part-time lecturers and that of their full-time academic colleagues. This approach was seen to be consistent with Creswell's rationale for adopting a qualitative methodology. Others, too, have argued that qualitative research offers greater potential for the expression of individual experience and perceived reality. (Sarantakos, 1998; Creswell, 1994; Morgan and Smircich, 1980). There was therefore a strong case for a qualitative case study approach to this research.

However, given the largely bureaucratic management approach and the hierarchical decision-making structures in the University, the findings of this study, if they were to influence institutional policy and procedures, would probably carry more weight if they had been derived from a broadly representative sample of the staff groups rather than from in-depth discussions with a few staff. Within the organisational context and culture of the location of the case study, the findings of a purely qualitative research study, focusing on in-depth investigation of a small number of subjects, were thought likely to have less influence on future institutional policy than research which was based on a sample which was perceived to be representative of those whose experiences and opinions it sought to put forward.

According to Cohen and Mannion, those researchers whose view of social reality was based on the

“...importance of the subjective experience of individuals in the creation of the social world” (Cohen and Mannion 1994, p 7)

would tend to take an approach which was, according to Cohen and Mannion (1994, p 8) “qualitative as well as quantitative”. Cohen and Mannion did not go so far, however, as to suggest that research approaches could be exclusively qualitative. This study, then, while recognising that quantitative survey data would be necessary to support any case for

institutional development and change, aimed also, through the collection of at least some qualitative data, to allow respondents some freedom to express their individual beliefs, values and feelings about the research topic; in the final analysis, this would surely add greater depth and meaning. The researcher was also conscious of the risk of researcher bias, given her own past experiences as a part-time lecturer, believing that the guiding assumptions of the researcher and the perspectives adopted undoubtedly

“... affect which facts we see as relevant and important and how we interpret them. Depending on our perspectives, we ask ‘different’ questions and will be sensitised to different observations.” (de Vaus, 1996), p 23).

It was considered, therefore, that the use of largely quantitative questionnaires, firmly grounded in the literature and relevant recent research, would reduce any such risk of bias. Also, the survey provided a means for part-time lecturers and course directors to express openly and anonymously their own views, assured that the lowest level of reporting would be by Faculty, or occasionally School or Subject, and that no individual would be identified, or identifiable, in the research report.

Two surveys were therefore used to generate primary data, both quantitative and qualitative, to address the research questions. Although the survey has often been defined as a research approach or strategy in its own right, it was believed to be equally valid as one method of data collection to inform the organisational case study report. Indeed, Robson (1993) suggested that the survey was probably the best tool social science researchers had at their disposal for the generating of knowledge which was usable.

While the survey data gathered in this study were primarily quantitative, the open questions provided some richer qualitative data. Furthermore, in order to retain the essentially ‘people-centred’ nature of this research, the quantitative data would be analysed in as straightforward a way as possible, searching for links and meanings (supported by the qualitative findings), for

social significance rather than statistical significance. In support of this approach, Denscombe (1998) argued that in practice, quantitative and qualitative approaches were not mutually exclusive, in theory the distinction was too simplistic and that the real difference related to

“ ... the treatment of data rather than the research methods as such”. (Denscombe, 1998 p, 173).

The decision to collect both quantitative and qualitative data was further supported by an increasing preponderance of writers on research conceding that, while attempts have been made to categorise research paradigms, or views of the world, and to relate each of these closely to one or more approach or method, there have frequently been found to be

“ ...a gap between textbook accounts of how research should be carried out and how it actually is done.” (de Vaus, 1996, p 9)

and attempts to categorise research approaches and methods into ‘qualitative or quantitative’ or to distinguish in some judgmental way between ‘objectivity and subjectivity’ (even assuming that objectivity is possible or desirable), often appeared artificial and contrived. A review of the literature on research methodology revealed that writers not only disagreed with each other as to how best to define and classify research paradigms, approaches, methodology, methods and instruments, but also frequently concluded that the situation was not as clear-cut as they had set out to suggest.

The distinction between quantitative and qualitative research approaches had been made in fairly simple terms (Blaxter et al, 1996; Denscombe, 1998) by contrasting research which produces hard, numeric data (quantitative) with that which produces soft, non-numeric data (qualitative), but has also been made at an ideological or philosophical level (Sarantakos, 1993; Robson, 1993; Cohen and Mannion, 1994) by those who held strong views that

“... the divide between qualitative and quantitative represents an ideological divide and ... that particular twain shall never meet.” (Robson, 1993, p 6).

Blaxter et al, for example pointed out that

“... researchers are adept at classifying themselves and their peers into two groups: us and them”, (Blaxter et al, 1996, p 60),

and Bell (1993) made a similar, simple distinction, when she suggested that

“quantitative researchers collect facts and study the relationship of one set of facts to another. They measure, using scientific techniques that are likely to produce quantified and, if possible, generalisable conclusions ... [while] researchers adopting a qualitative perspective are more concerned to understand individuals’ perceptions of the world. They seek insight rather than statistical analysis.” Bell (1993, p5).

Sarantakos (1998), however, argued that the distinction was not always so clear cut:

“qualitative research ... is perceived by some as a supplement to quantitative research and by others as its opposite or alternative .. and researchers usually apply more than one type of research in a project.” (Sarantakos, 1998, p 46).

Morgan and Smircich (1980) also argued that to make a clear distinction between quantitative and qualitative methods was to oversimplify the situation:

“Qualitative research stands for an approach rather than a particular set of techniques, and its appropriateness – like that of quantitative research – is contingent on the nature of the phenomena to be studied.” (Morgan and Smircich, 1980, p 491).

Denscombe too, in his attempt to simplify the quantitative/qualitative divide, acknowledged that as we

“... probe deeper into the distinction between ‘qualitative research’ and ‘quantitative research’, ... it becomes apparent that, in the real world of social research, things do not fall neatly into the two categories.” (Denscombe, 1998, p 173).

Robson also conceded that

“... many of these differences are more apparent than real and that there is in practice a considerable underlying unity of purpose.” (Robson 1993, p 6).

Blaxter et al (1996), went on to acknowledge that individual researchers took a varying range of positions,

“... from those who see the two strategies as entirely separate and based on alternative views of the world, to those who are happy to mix these strategies within their research projects.” (Blaxter et al 1996, p 61).

Many writers on research methodology (Robson, 1993; Denscombe, 1998; Blaxter et al, 1996; Sapsford et al, 1996; Bell, 1993), while emphasising the value of considering which strategies, methods and techniques would be most appropriate for a particular investigation, concentrated from the start on the practicalities of research, rather than engaging in debate about ontological or epistemological issues. This seemed to be reasonable and

was seen by this researcher to allow for greater freedom in the use and mixture of approaches and methods. Nevertheless, there were also those who argued that researchers should ‘come clean’ from the start, in respect of their own assumptions. Morgan and Smircich (1980), for example, suggested that much of the debate and criticism over methodology was the result of researchers failing to understand each other’s perspectives and therefore

“...failing to communicate with one another because they held varying basic assumptions about their subject.”
(Morgan and Smircich 1980, p 499),

They further suggested that attention to these ground assumptions would

“transcend the abstract debate about methodology”.
(Morgan and Smircich, 1980, p 499).

However Jick (1979), while agreeing that researchers should fully explain their research techniques, so as to make it clear how various strands of the data had been collected and interpreted, argued that

“...qualitative and quantitative methods should be viewed as complementary, rather than as rival camps ... given the strengths and weaknesses found in single method designs”
(Jick, 1979, p 602)

OBJECTIVITY, SUBJECTIVITY AND NOTIONS OF TRUTH

“... all knowledge is the product of an interpretative process.” (Morgan, 2002, p 99).

This research, in common with all other research was carried out within a theoretical context which reflected, among other things, the values, beliefs,

experiences and understandings of the researcher. Whether or not ‘objectivity’ is believed to be desirable, the inclusion of a human being in any research process immediately introduces an element of subjectivity, which influences the development of the research and the interpretation of the findings as much as, if not more than, knowledge gained from previous research.

At one level, it could be argued that quantitative research is more ‘objective’ and therefore produces results which are more valid and can be believed and trusted. This argument pre-supposes both that objectivity is possible and also that it is somehow superior to subjectivity. The terms ‘objective’ and ‘subjective’ are frequently used in research contexts without any serious attempt to define what is meant by them. Indeed different writers have ascribed different meanings to the concept of objectivity, as was discovered through a brief consideration of the views of Eisner (1992) and Phillips (1989) on the notion of ‘objective’ research and its relationship to truth.

Eisner (1992) accepted that there was a distinction between what Newell (1986) had called ontological and procedural objectivity, the former being concerned with ‘seeing things as they are’ and the latter with using methods of enquiry which attempted to eliminate scope for personal judgement. However, Eisner (1992) suggested that

“... ontological objectivity cannot, in principle, provide what we hope for, and that procedural objectivity offers less than we think”. (Eisner, 1992, p 50)

though he conceded that procedural objectivity,

“the creation of procedures that eliminate judgement, is certainly possible”. (1992, p 53)

Nevertheless, he argued that consensus achieved through procedural objectivity did not guarantee reality. Such consensus merely demonstrated

that people could agree, but took no consideration of the basis for this agreement, be it good or not.

Phillips (1989) discussed objectivity in the context of the steady erosion of foundationalist epistemologies in the 20th Century. This nonfoundationalist approach was based on the premise that nothing is certain and all knowledge is tentative. However, this did not mean that truth was abandoned, but rather remained as an essential, regulative ideal, as an

“... objective truth that we may fail to reach”
(Popper, 1968, p 226).

A key argument made by Phillips (1989) was that the concept of objectivity was acceptable, provided that it was not equated with certainty. If certainty and objectivity were linked, then all knowledge would become subjective (since no knowledge is certain). If the notion of truth remained (Popper, 1968), then it should be possible to make judgements about the quality of research strategies, that is, we would not have to abandon the view that some enquiries are better than others. This would suggest that procedural objectivity would be a realistic aim in research design. Phillips (1989) also argued for a consideration of qualitative as well as quantitative objectivity, pointing out that the criteria for each should be different, and that in qualitative research, ‘more’ is not necessarily ‘better’. What would assure objectivity in research was the critical spirit in which it was carried out.

Phillips (1989) concluded that, from the nonfoundationalist perspective (which assumes that nothing is certain and all knowledge tentative)

“... there is little difference between qualitative and quantitative enquiry. Bad work of either kind is to be deplored; and good work of either kind is still – at best – only tentative.” (Phillips, 1989, p 70).

METHODOLOGICAL DECISIONS

“What is involved here is not a cross-roads where we go left or right. A better analogy is a complex maze where we are repeatedly faced with decisions and where paths wind back on one another.” (Hammersley, 1992, p 172)

The over-arching statement by Phillips (1989) cited above, taken in the context of the diverse theoretical perspectives discussed earlier, and of the range of suggestions put forward in the literature as to appropriate approaches and methods, led this researcher to conclude that the most important considerations were that the approach and method(s), whether primarily quantitative or qualitative, should be carefully designed and appropriately carried out. The results of the research were more likely to be plausible and credible when supported by evidence which had been gathered systematically and by ethical, valid and reliable means. (Bell, 1993; Birley and Moreland, 1998; Bush, 2002; Busher, 2002; Cohen and Mannion, 1994; Creswell, 1994; de Vaus, 1996; Robson, 1997; Sapsford and Judd, 1996; Sarantakos, 1998; Saunders et al, 1997). The steps taken to assure validity and reliability in the design and implementation of this study, and its guiding ethical principles, are briefly described below and are further evidenced in the detailed description of the research process in the next Chapter.

Ethical considerations

The guiding ethical principles underlying this research were based on a review of the ethical issues discussed in the literature on research methodology, (Bell, 1993; Birley and Moreland, 1998; Busher, 2002; Cohen and Mannion, 1994; Creswell, 1994; de Vaus, 1996; Robson, 1997; Sapsford and Judd, 1996; Sarantakos, 1998; Saunders et al, 1997.) These commonly related to a number of key areas, which are outlined, together with examples of their application in this research, in Table 2.1

Validity

Validity is concerned with the extent to which research achieves its purpose and accurately represents that which it set out to investigate. As such, it is associated both with the notion of truth as a regulatory ideal, discussed earlier in this Chapter, and also with the ethical principles outlined below. Bassey (2002) suggested that, rather than more traditional definitions of validity which are associated with measurement and proof, the less absolute concept of “trustworthiness” was more appropriate in social research. He associated this closely with what he termed “respect for persons”, thus reinforcing the relationship between validity in social research and ethical concerns (Bassey, 2002, p 120).

Some of the steps taken to maximise the validity of this research were:

- Careful linking of themes identified in the literature with research questions and in turn, with items in the questionnaire
- Collecting data from two distinct groups (respondent triangulation)
- Use of open questions to allow participants to express their opinions and identify that which they considered important, using their own words
- Use of pilot study to test the ability of the instruments to provide useful data in relation to the research questions
- Clear layout of Questionnaires and use of unambiguous language
- Clear explanation of the purpose of the research to participants
- Conclusions and Recommendations directly related to findings and to research questions

Table 2.1: Application of ethical principles to this research

| Respect for people and organisations involved in the research | |
|---|---|
| Negotiated access | Permission to carry out the research was sought from senior management of the organisation via the researcher's line manager. |
| Voluntary participation and informed consent | Participants could choose whether or not to respond to the questionnaire. A covering letter explained the purpose of the research and how the findings would be used. (APPENDIX 10 , APPENDIX 11) |
| Privacy, confidentiality and anonymity | Participants were assured of anonymity. Completed records were stored securely and no individual can be identified in the report. In a few cases, respondents signed their questionnaires; these nonetheless remained confidential. |
| Professional practice and standards | |
| Relevant research questions and methodology | Questions were derived from key issues in the literature. Methodology was rigorously designed and the research instruments were tested and refined via an initial pilot study. |
| Accurate data collection and record keeping | Data were systematically collected and recorded, as described in the remainder of this chapter. |
| Appropriate analysis and interpretation and accurate reporting | Analysis and interpretation was carried out and findings reported within the thematic framework developed from the literature and described in Chapter 1. |
| Avoidance of fabrication or falsification of data | All findings and recommendations are based on the data collected. Respondents' own words, where quoted directly, have not been changed. |
| Openness | |
| Identification of self to respondents | Questionnaires were sent out with covering letters on University headed paper, with the researcher's name, job title and signature at the end. (APPENDIX 10 , APPENDIX 11) |
| Identification of purpose of research to organisation and respondents | This was clearly stated in covering letters enclosed with questionnaires. (APPENDIX 10, APPENDIX 11) |
| Full reporting of research process | This report includes a full account of the research process |

Reliability

Reliability relates to the likelihood that similar results would be produced if the research were to be repeated with a comparable group of participants in a similar context to that of the original research.

In this research, reliability was increased by:

- The use of standard questions; that is, the same questions were asked of each person
- Re-analysis of qualitative data after a period of time to confirm/refine original interpretation (to check internal consistency)
- Comparison of issues raised in open questions in pilot study with those in main research
- Analysis in relation to the themes identified from other research thus increasing credibility and affording greater confidence in potential transferability
- Representative samples: adequate size
- The design of a repeatable study

SUMMARY

This Chapter has considered the potential effects of any researcher's own beliefs about knowledge and truth, together with his or her own background and experience, on the design and execution of research. It has also recognised the need to consider the likely theoretical perspectives of those whom the research seeks to influence and the organisational context in which recommendations would be made. Through an exploration of the range of definitions and justifications of quantitative and qualitative research approaches and methods in the literature, the Chapter has sought to argue in favour of developing a methodology which both gives voice to the subjects of the research and seeks to represent adequately the range of opinion and experience in the population.

On this basis, the specific research methods and instruments for this study were designed primarily to allow for the collection of data which were

pertinent to the key themes and research questions identified from the literature. These data would seek to represent the views of part-time lecturers and course directors in one UK university and would be analysed and presented in a way which, it was hoped, could inform both policy for and the practice of the management of part-time lecturers, within the employing university and more widely within the UK higher education sector.

In the next Chapter there is a detailed account of the design and testing of the research methods and instruments and the process of collecting, organising and analysing the data.

CHAPTER 3: Methodology and Research Process

INTRODUCTION

As discussed in the last chapter, following a consideration of the theoretical and organisational contexts for the research, it had been decided to develop an exploratory case study which would address the research questions identified in Chapter 1 within the context of one university.

This Chapter begins by explaining how the population for the study was identified and how the definitions adopted were arrived at. After a brief outline of the initial study, there is a description of the process of data collection undertaken in the main research. There follows an account of the ways in which the data which had been collected were organised and analysed.

IDENTIFYING THE PART-TIME LECTURER POPULATION FOR THE STUDY

“Almost half of all lecturers work part-time. Most are hourly paid or “casual”. They deliver a substantial amount of university teaching.” (Chintis and Williams, 1999, p 3).

Having decided on the main research questions and the broad approach to be taken, the next stage was to identify the population for the study. This proved to be more difficult than initially expected. Not least, there was the problem of defining what ‘part-time lecturer’ was to mean in the context of this study. This involved not only decisions about categorising those with a part-time teaching role, but also finding out *who* the part-time teachers were, *how many* the University employed and *how* they could be contacted.

The starting point was the Human Resources Database, from which details of all staff with the title ‘part-time lecturer’ could be extracted. However,

further investigation via requests to Faculty offices identified several more names of staff employed as ‘part-time lecturer’ or ‘visiting lecturer’. This problem was clearly not confined to the University being studied. As discussed in the first chapter of this report, Husbands (1998) Chintis and Williams (1999), Husbands and Davies (2000) reported similar difficulties in identifying and quantifying the part-time teacher population in HE, and this was also an issue in the study carried out by NATFHE and HESDA in three HE institutions in the South-East of England in 2001:

“It is currently impossible to get accurate figures for the numbers of hourly-paid teachers in higher education as most institutions do not know themselves how many they employ.” (NATFHE, 2001, p18)

The identification and categorising of the population for this study, and the development of the definition of part-time lecturer to be adopted therefore went through several iterations, both prior to and during the data collection, as more information was gathered upon which to make these decisions. For example, an additional category of ‘contract research staff’ was added as a result of feedback during the pilot survey (described later in this chapter), but there were insufficient responses from staff in this category to make it valid to include them in the final analysis.

The categories of part-time teacher identified by Husbands (1998), and summarised in Chapter 1 of this report, while offering an initial framework for consideration of the categories to be adopted in this study, did not provide clearly defined groups into which the University’s part-time teachers would naturally fall. The two major contractual models discussed by Husbands and Davies (2000) did not fully cover the University’s different staff groupings either. They had described the *contract labour* model, where

“... part-time teachers are hired in a conventional labour-market relationship, being paid by the hour for a given and

contractually specified number of contact teaching hours with students” (Husbands and Davies, 2000, p 340);

and the *indenture model*, where employment is

“... associated with receipt by a postgraduate student of a stipend or bursary or of a position as research assistant paid on the official research training pay-scale ...[where] teaching activity is usually for some allegedly fixed maximum number of hours per week” (Husbands and Davies, 2000, p 341).

Most of those in the University who held the title Part-time Lecturer fitted neatly into the first category above. Most of the Postgraduate Tutors in the University were employed under a scheme somewhere between the two models outlined by Husbands and Davies (2000). They were paid at an hourly rate as demonstrators and teaching assistants, but, in most cases this rate was considerably lower than that paid to ‘part-time lecturers’. So the nature of their contract was determined by their status as a Postgraduate student, but the teaching they carried out was not in part-return for a bursary, as would be the case in the “indenture” model (Husbands and Davies, 2000). Contract research staff, library staff, IT staff and technicians, although teaching was frequently part of their job, did not fit easily into either of the models of employment relationship described by Husbands and Davies (2000). Furthermore, it was not possible within the constraints of this study to identify which of these staff carried out teaching as part of their duties, and therefore not feasible to include them. However, their contribution to student learning should not be underestimated, and there would undoubtedly be value in further investigation of what would appear to be a growth in the range of teaching duties being undertaken by research and support staff.

The more accessible groups of part-time teachers in the University were therefore the hourly paid staff, that is, Part-time Lecturers and Postgraduate Tutors/Demonstrators. This binary division is reflected in the terminology adopted in the NATFHE/HESDA project (NATFHE, 2001), in which the

terms used are “Part-time Lecturer” and “Postgraduate Tutor” (NATFHE, 2001). “Part-time lecturer” includes

“all those, other than research students, contract researchers or research assistants, teaching on an hourly paid contract or a fractional contract” (NATFHE, 2001, p 4).

The inclusion in this definition of ‘fractional’ appointments was seen as important; this was a group that Husbands (1998) excluded from his taxonomy, but which clearly had relevance in the context of the recent employment legislation referred to in Chapter 1, and to the finding of the NATFHE/HESDA project that

“the experience of those employed on fractional contracts, even at the level of 0.2, was markedly different from casual staff in terms of departmental and institutional integration” (NATFHE, 2001, p 6)

“Postgraduate tutor” in the NATFHE/HESDA project refers to

“those postgraduate students engaging in hourly paid teaching – or in some cases teaching without payment under the terms of their bursaries” (NATFHE, 2001, p 4)

The writers of the NATFHE/HESDA report acknowledged that hourly paid teaching is also done by groups such as contract research staff, research assistants and post-doctoral fellows, but that a separate category had not been created for these individuals, largely because so few had responded. (NATFHE, 2001).

NOMENCLATURE AND DEFINITIONS

“Even if your audience is familiar with the relevant concepts it will need to know how those concepts fit in with the investigation and analysis that you have undertaken.” (Briggs, 2002, p 281).

Following consideration of the categories and terminology adopted by Husbands (1998), Husbands and Davies (2000) and NATFHE (2001) in relation to part-time teachers in Higher Education, it was decided that the definitions used within this study would be ‘Part-time Teachers’, ‘Part-time Lecturers’, ‘Contract Research staff’ and ‘Postgraduate Tutors. The terms would be defined, broadly in line with the NATFHE (2001) definitions, as:

PART-TIME TEACHERS: A broad term which would include any person with a part-time teaching role in the University, whether in one of the specific categories defined below or not.

PART-TIME LECTURERS: All those, other than research students, contract researchers or research assistants, teaching on an hourly or daily paid contract or a fractional contract, who held the job titles ‘Part-time Lecturer’, ‘Associate Lecturer’ or ‘Visiting Lecturer’.

POSTGRADUATE TUTORS: Those postgraduate students undertaking hourly-paid teaching. (For the purposes of the survey, the terms ‘Graduate Teaching Assistant’ and ‘Graduate Demonstrator’ were included, as these were widely recognised and used in the University in respect of postgraduate students with a teaching role. However, the University has subsequently (December 2002) formally adopted the terms ‘Postgraduate Tutor’ and ‘Postgraduate Demonstrator’.)

CONTRACT RESEARCH STAFF: Those staff whose primary focus is research, whose contract is fixed-term, and who may have a teaching role as part of their contract.

THE INITIAL STUDY

“Pilot studies are a crucial element of a good study design. Conducting a pilot study does not guarantee success in the main study, but it does increase the likelihood.” (van Teijlingen and Hundley, 2001).

Purpose of the initial study

The primary purpose of the initial study, carried out in early 2001, was to pilot two questionnaires which had been developed, with reference to questionnaires from other surveys of part-time teachers (AAUP 1997b; AAUP 1997c; NATFHE/HESDA, 2000 (draft questionnaire), to explore the experiences and opinions of part-time teachers and their full-time colleagues in relation to the issues which had emerged from the literature. A further important purpose of the initial study was to try to locate and establish the population for the main research.

Initial study: the research process

The first questionnaire, aimed at those with a part-time teaching role in the University, was initially given to three colleagues, who were asked to comment on the content, layout and clarity of questions and instructions. As a result of the feedback received, the questionnaire was re-designed and refined on an on-going basis over a period of about 4 weeks. Version 3 of the Questionnaire (APPENDIX 2) was circulated in mid-February 2001, to 15 people, all of whom were either current part-time teachers in another local university, or had recently been part-time teachers in the university which is the subject of this case study. Since at this stage, little was known about the nature and scale of the part-time teacher population in the University, it was decided not to risk contamination of the potential sample for the main study by including any of them in the pilot. Since a major purpose of the pilot was to test the research instruments, it was considered sufficient that subjects should be of a similar background to the target group

for the main research; that some of them worked in another university was not deemed critically important.

Each questionnaire was accompanied by a covering letter (APPENDIX 3) and a feedback sheet (APPENDIX 4).

Concurrently, a short questionnaire was designed for course directors, partly in response to the suggestion by Chintis and Williams, and referred to in the first chapter of this report, that there was a need to investigate the extent to which part-time staff substituted for full-time staff compared to the extent to which they imposed burdens on them (Chintis and Williams, 1999).

In addition to providing a different perspective on some of the issues raised in the part-time teachers' questionnaire, it was believed that the course directors would be best placed to supply data in relation to any imposition of burdens on full-time colleagues by the increased use of part-timers. The course directors' questionnaire was revised twice (though without external comment prior to piloting in this case, due to time constraints) and Version 3 was circulated to 14 Course Directors across all faculties and all campuses of the University (APPENDIX 5). Since the Course Director population was better understood and more easily identified and located, the pilot sample was drawn from what would be the main population for the study, ensuring a spread across Faculties and campus locations. Furthermore, there would be some changes of Course Director from the year covered by the initial study to that covered by the main research, thus maintaining a sufficient population while still excluding the pilot participants from the final study. As with the part-time teachers' questionnaire, this questionnaire was accompanied by an explanatory letter (APPENDIX 6) together with the same feedback sheet as had been issued with the part-timers' questionnaire (APPENDIX 4). The return rates are shown in Table 3.1 below.

Table 3.1: Initial study – survey returns

| | |
|-----------------------------------|---------|
| Part-time teachers' questionnaire | 5 (33%) |
| Course Directors' questionnaire | 6 (43%) |

While a low response rate is typical of postal surveys (Robson, 1993; Denscombe, 1998) it had been hoped that by targeting the pilot respondents carefully, a higher response rate might have been achieved. Also, time did not permit the sending of a reminder, which had been shown to increase response rates by up to a third (Robson, 1993). Indeed Cohen and Mannion suggested that

“... a well planned postal survey should obtain at least a 40 per cent response rate and with the judicious use of reminders, a 70 per cent to 80 per cent response level should be possible.” (Cohen and Mannion, 1994, p 98).

Clearly the numbers of respondents to the initial surveys did not permit the use of statistical analysis to be applied in any valid or significant way. However, it was possible to consider the effectiveness of each of the questionnaires in generating data which, with a larger number of cases, could be useful in helping to answer the research questions in this study. With hindsight, a larger number of questionnaires could (and probably should) have been sent out, but in view of the lack of knowledge about the size, nature and distribution of the part-time teacher population in the university, it was deemed reasonable to try and avoid ‘contamination’ of the population for the main study by limiting the pilot, as far as possible, to known, named individuals (while still assuring anonymity of reporting). In this way, the distribution of the questionnaires in the main study would be more straightforward. So, in order to test the ability of the instrument to generate relevant data in relation to the research questions, a number of dummy cases were added to the actual responses, to make 30 cases, generally said to be the minimum number for any quantitative data analysis to be valid (Denscombe, 1998). For the main study, it would be important to identify as many members of the research population as possible to ensure that, even with a relatively low response rate, the data would be sufficiently representative. Similarly, if the eventual findings were to be credible and usable, care would also have to be taken to relate key characteristics of the final samples to those of the population as a whole.

Each of the questionnaires was coded in preparation for entry to SPSS (Version 9). Variables relating to open questions where responses would be qualitative, were coded 'Contains data' or 'Is empty' to allow for easy selection later on of cases where qualitative data had been entered. It would then be possible to re-code these variables once data had been collected and initial analysis of the open questions carried out. A coding frame was developed for each questionnaire, in preparation for coding of the completed questionnaires. (See example in APPENDIX 7).

Each of the returned questionnaires was coded manually before the data were entered into the relevant SPSS files. The Course Directors' questionnaire had been set up with numbered variables, for example, var1, var2 ..., while the part-time teachers' questionnaire had used abbreviated words as variable names, for example, fac (faculty) tothrs (total teaching hours). The latter was found to reduce the number of input errors or uncertainties, and to speed up the data entry process, and would therefore be adopted for the main study.

Data generated by the questionnaires in the pilot study

Data were explored in relation to each of the research questions in order to judge the effectiveness of the instruments in collecting relevant and useful data. As stated earlier, the test analysis of the part-time teacher questionnaire was carried out using 30 cases, some of which contained "real" responses, and some containing "dummy" data. A number of minor changes were made to the question wording and order of questions as a result of this basic SPSS analysis of the quantitative data, and these are reflected in the final versions of the questionnaires, which were those used in the main study. (APPENDIX 8, APPENDIX 9).

An initial analysis of the qualitative comments on the 'real' questionnaires in the pilot surveys produced the key points listed below.

Main benefits of using part-time staff

(Course Directors' Pilot Survey, Q 10)

- Specific expertise
- Reduce full-time teaching workload
- Continuity (recently retired full-time staff)
- For placement visits
- To replace lack of full-time staff

Problems experienced with part-time staff

(Course Directors' Pilot Survey, Q 11)

- Not as committed to programmes as full-time staff
- Not available for student support
- No administrative duties undertaken
- Lack of understanding of policy and procedures
- Teaching material usually not as thoroughly prepared as by full-timers
- Difficulty in recruiting someone suitable
- Difficulty in getting people paid (over-bureaucratic systems)
- Amount of time taken to support these people
- Who is going to pay for additional staff development (attendance hours)?

Reasons for teaching part-time

(Part-time Teachers' Pilot Survey, Q 19)

- Job satisfaction/enjoyment of teaching
- Currently doing PhD at the University
- Proximity to other job
- Experience, chance to share knowledge and develop skills

What would improve your effectiveness as a part-time teacher?

(Part-time Teachers' Pilot Survey, Q 40)

- More experience
- Being trusted to do a good job
- Receiving material from lecturer on time
- Having use of a desk, phone and storage space for materials.

Even from the few responses received, the usefulness of the open questions to generate qualitative data, which had an immediate richness and ‘reality’, was clearly evident. (Sarantakos, 1998; Creswell, 1994; Morgan and Smircich, 1980). Even without the use of face-to-face interviews, for which enough time would not be available, there would be the potential to enrich the research through the very personal comments made in response to the open questions. Further consideration would, however, have to be given to the best way to analyse this qualitative data and the extent to which computer application software might be used to assist in this process. For example, simple searching and sorting functions in a word processing package might be used to group and theme comments, which could be categorised by one or more of the SPSS fields, such as Faculty location. Alternatively, the appropriateness of qualitative analysis software such as NU*DIST could be investigated, although, given the relatively small amount of qualitative data likely to be generated, this specialist software might prove too complex for the purpose.

Feedback from participants in the pilot surveys

Despite the limitations on statistical analysis of the responses from the pilot questionnaires, the initial study was useful in testing out the instruments in terms of the questions suggested by Bell (1993), which were used as the basis for the feedback sheets (APPENDIX 4) sent out with the questionnaires:

- “1 How long did it take you to complete?
- 2 Were the instructions clear?
- 3 Were any of the questions unclear or ambiguous? If so, will you say which and why?
- 4 Did you object to answering any of the questions?
- 5 In your opinion, has any major topic been omitted?
- 6 Was the layout of the questionnaire clear/attractive?
- 7 Any comments?”

(Bell, 1993, p 85)

Part-time teachers' pilot questionnaire - feedback

The questionnaire took an average of 10 minutes to complete. All respondents indicated that the instructions and layout were clear and there were no questions which made respondents feel 'uneasy'. There were no questions identified as being unclear or ambiguous.

Suggestions made for improvement were:

- 1 that the categories should be amended to include contract research Staff
- 2 that provision should be made for cases where part-time lecturers were also module co-ordinators
- 3 that there should be a question about level of satisfaction with rates of pay and methods of payment

Items 1 and 2 above were incorporated into the questionnaire, although the response from contract research staff was so low that this category was finally excluded. A question on rates of pay would be included to allow for comparison of rates of pay across and between faculties. This would give some indication as to the degree of equity in the application of pay scales. The wording of the final open question at the end of the Questionnaire was changed in the final version in order to encourage part-time teachers to raise the issues which were of most importance to them. It was here that satisfaction, or otherwise, with rates of pay and methods of payment was likely to be mentioned. Asking a specific question about levels of satisfaction with pay might have raised (unrealistic) expectations that an outcome of this research could have been a pay rise for part-time teachers. While the findings might contribute to a fairer and more efficient payment system, they were unlikely directly to bring about increased rates of pay.

Course directors' pilot questionnaire - feedback

Time taken to complete this questionnaire ranged from “less than 1 minute” to 15 minutes. Most respondents had taken about 5 minutes. (This questionnaire was shorter than the part-time teachers' one). All except one respondent found the instructions clear (this person said he/she was “nearly a non-respondent because the course selected had no part-time teachers”). All found the layout clear, but there were two questions identified as being “unclear or ambiguous”:

Question 4 “talked of contributing to the ‘teaching’, but it then became clear that we were also concerned with ‘assessing’”. The word ‘teaching’ in Question 4 could be changed to ‘delivery’ in the final questionnaire.

Question 7 asked about ‘non-teaching’ activity, and included attendance at course committees – one respondent indicated that some part-timers attend course committees and some do not. However, it was not clear that there would be a better way of asking this question, though it would be given some more thought.

One respondent indicated that he/she would not have information relating to total hours taught by part-timers as this information was held by the module co-ordinators. However, this seemed to vary from faculty to faculty. In fact, it might not be necessary to ask this question of Course Directors as part-time teachers themselves would be asked about teaching hours. It would be an important question, though, from a resource management perspective, and there would clearly be an issue if **no one** knew the extent of the part-time teacher contribution.

One respondent mentioned “support” of the part-time teacher as being important, and suggested that it should be highlighted, both as a need for the part-time teacher and also as taking up time for the Course Directors.

One respondent suggested that the population for the Course Directors' questionnaire should be “courses, not Course Directors”, some of whom are

Director of more than one course but would only want to complete one form, that is, courses should be sampled. This seemed a reasonable suggestion and would be seriously considered. It could clearly be important in terms of response rates.

The initial study allowed for the development of research instruments, in itself a learning process, and the pilot allowed for the testing of these instruments, at least to a limited extent through the assistance of a small number of colleagues, some known to the researcher, some not. Even though there were only a handful of *real* completed questionnaires, it was enormously useful to receive the responses and the feedback from people who were representative of the population for the study. As a result of the data generated and the feedback provided by respondents, the questionnaires could now be further refined prior to the main research. The use of SPSS (Version 9) was of very real benefit in designing the questionnaires and in speeding up the process of analysis of the small number of responses to the pilot questionnaire. This would clearly be of even greater benefit with the much larger number of responses anticipated in the main study.

THE MAIN STUDY: THE RESEARCH PROCESS

“ ... a critical and self-critical enquiry...” (Bassey, 1999)

Data Collection

Following completion of, and feedback on, the Initial Study, the two questionnaires were revised, proofread and photocopied and prepared for despatch. (APPENDIX 8 , APPENDIX 9). Each questionnaire was then given (manually) a unique ID number, (de Vaus, 1996) which later became the case identifier when the data were transferred to SPSS (Version 9). The mailing lists were drawn up and final versions of covering letters were prepared and copied.(APPENDIX 10 , APPENDIX 11). Each covering letter was personally signed and an self-addressed envelope marked “Confidential”, (stamped in the case of part-time teachers who might not have access to internal University mail) was enclosed. These steps were taken, in addition to careful consideration of number, type, ordering and layout of questions, and thorough piloting of the instruments (as described in the Initial Study above) in the hope of increasing the response rate. (Cohen and Mannion, 1994; Robson, 1993; Saunders et al, 1997.)

At the beginning of November 2001, the two questionnaires were distributed by internal mail (or by first class post where necessary) to 290 part-time teachers and contract research staff, and to 243 course directors who had been identified, during and following the Pilot, from the Human Resources Database and by requests to Faculty offices. The covering letter asked for completed questionnaires to be returned by 30 November 2001, and in early December 2001, responses were counted and ID numbers checked against the original mailing list. Reminder letters to part-time teachers and course directors were sent out on 9 December 2001; these included a Christmas greeting to encourage response (APPENDIX 12, APPENDIX 13). The pattern of response over the eight-week data collection period is illustrated in Table 3.2.

Table 3.2: Record of responses received

| Time lapse | Response Rate: Part-time Teachers | Response Rate: Course Directors |
|-------------------|--|--|
| 1 Week | 26% | 37% |
| 2 Weeks | 33% | 41% |
| 3 Weeks | 38% | 46% |
| 4 Weeks | <i>Reminder sent out</i> | |
| 6 Weeks | Christmas | |
| 8 Weeks | 54% | 49% |

The final response rate of 54% to the part-time teacher's questionnaire compares favourably with a response rate of 19% in the survey carried out in three institutions as part of the NATFHE/Union Learning Fund project, in which 885 questionnaire were sent out and 170 returned. (NATFHE 2001, p 21). In that study, similar difficulties were reported in relation to identifying and locating part-timers as were experienced in carrying out this project.

The response data and distribution rates for the part-time teachers' survey are presented by Faculty in Table 3.3 and Table 3.4, which show that the returns were broadly representative, in Faculty terms, of the overall (identifiable) part-time teacher population in the University.

Table 3.3: Part-time Teachers - Sample Information²

| Faculty | | | | | | | |
|-----------------------------------|------------|---------------|-------------------|---------------------------------------|---------------|----------------------------|------------------------------------|
| | Sent out | Returned mail | Assumed delivered | Distribution of population by Faculty | Total returns | % returned in each Faculty | Distribution of returns by Faculty |
| Art, Design and Humanities | 96 | 6 | 90 | 33% | 48 | 53% | 33% |
| Business and Management | 55 | 5 | 50 | 18% | 31 | 62% | 21% |
| Engineering | 25 | 1 | 24 | 9% | 13 | 54% | 9% |
| Informatics | 6 | 1 | 5 | 2% | 9 | 180% ³ | 6% |
| Science | 51 | 1 | 50 | 18% | 14 | 28% | 10% |
| Social and Health Sciences | 57 | 4 | 53 | 19% | 31 | 59% | 21% |
| TOTALS | 290 | 18 | 272 | | 146 | 54% | 100% |

Table 3.4: Part-time Teachers – Population/sample distribution by Faculty

| Faculty | | |
|----------------------------|---------------------------------------|------------------------------------|
| | Distribution of population by Faculty | Distribution of returns by Faculty |
| Art, Design and Humanities | 33% | 33% |
| Business and Management | 18% | 21% |
| Engineering | 9% | 9% |
| Informatics | 2% | 6% |
| Science | 18% | 10% |
| Social and Health Sciences | 19% | 21% |

² % displays rounded to nearest whole number

³ The most likely explanation for this apparent anomaly would appear to be inaccuracies in the information used to identify and locate the subjects and send out the Questionnaires.

The response and distribution rates for the course directors’ survey are presented by Faculty in Table 3.5 and Table 3.6, and were also found to be representative of the course director population in terms of Faculty location.

Table 3.5: Course Directors - Sample Information⁴

| FACULTY | Sent out | Breakdown of population by Faculty | Total returns | % returned in each Faculty | Breakdown of returns by Faculty |
|--|----------|------------------------------------|---------------|----------------------------|---------------------------------|
| Art, Design and Humanities | 32 | 13% | 17 | 53% | 14% |
| Business and Management | 52 | 21% | 27 | 52% | 23% |
| Engineering | 23 | 9% | 10 | 43% | 8% |
| Informatics | 22 | 9% | 7 | 32% | 6% |
| Science | 45 | 19% | 20 | 44% | 17% |
| Social and Health Sciences and Education | 69 | 28% | 37 | 54% | 31% |
| | 243 | | 118 | 49% | 100% |

Table 3.6: Course Directors - Population/sample distribution by Faculty

| FACULTY | Distribution of population by Faculty | Distribution of returns by Faculty |
|--|---------------------------------------|------------------------------------|
| Art, Design and Humanities | 13% | 14% |
| Business and Management | 21% | 23% |
| Engineering | 9% | 8% |
| Informatics | 9% | 6% |
| Science | 19% | 17% |
| Social and Health Sciences and Education | 28% | 31% |

⁴ % displays rounded to nearest whole number

Data preparation and analysis

Each completed questionnaire was recorded as it came in, and the questionnaires were stored securely in numerical order. The two SPSS files which had been set up for the initial study were updated to take account of changes made to the instruments following feedback on the pilot. Data from the main study questionnaires were coded and entered into the two SPSS files, one for Part-time Teacher data and one for Course Director data. As part of this process, as in the Pilot study, codes were entered in respect of each of the Open Questions (‘Contains data’ or ‘Is empty’) to allow for easy identification and selection of those completed questionnaires which contained qualitative data.

At this stage, some important decisions were made about the final data sets for quantitative analysis. It was decided to include in the part-time teacher sample only those cases where the job title matched those included in the category “Part-time Lecturers”, as defined earlier in this chapter. This would allow for a clear focus on this group, about which considerably less was known or had been written than about “Postgraduate Tutors”.

Table 3.7: Part-time Lecturers by Faculty – Final sample

| Faculty | Frequency | Percent |
|----------------------------|-----------|---------|
| Art, Design and Humanities | 41 | 34.7% |
| Business and Management | 25 | 21.2% |
| Engineering | 12 | 10.2% |
| Informatics | 3 | 2.5% |
| Science | 12 | 10.2% |
| Social and Health Sciences | 25 | 21.2% |
| Total | 118 | 100.0% |

Also, apart from their usefulness in assessing the scale of the contribution made by part-timers, those cases in the course director sample where *no* part-time lecturers had been employed during the period covered by the survey would be excluded from much of the analysis. The final samples for the study were therefore as illustrated in Table 3.7 and Table 3.8.

Table 3.8: Course Directors by Faculty – Final sample

| Faculty | Frequency | Percent |
|--|------------------|----------------|
| Art, Design and Humanities | 16 | 18.4% |
| Business and Management | 17 | 19.5% |
| Engineering | 8 | 9.2% |
| Informatics | 2 | 2.3% |
| Science | 16 | 18.4% |
| Social and Health Sciences and Education | 28 | 32.2% |
| Total | 87 | 100.0% |

The distribution by Faculty of the final samples (Tables 3.7 and 3.8) was compared with the original populations for the surveys and with the data on survey returns (Table 3.4 and Table 3.6). The results of this comparison, illustrated in Table 3.9 and Table 3.10, indicated that the spread of the final samples remained broadly representative by Faculty.

Table 3.9: Part-time Lecturers – Distribution of final sample

| FACULTY | Distribution of population by Faculty | Distribution of returns by Faculty | Distribution of final sample by Faculty |
|----------------------------|--|---|--|
| Art, Design and Humanities | 33% | 33% | 34.7% |
| Business and Management | 18% | 21% | 21.2% |
| Engineering | 9% | 9% | 10.2% |
| Informatics | 2% | 6% ⁵ | 2.5% |
| Science | 18% | 10% | 10.2% |
| Social and Health Sciences | 19% | 21% | 21.2% |

n = 118

⁵ This discrepancy seems likely to be due to inaccuracies in the contact information used when sending out the Questionnaires

Table 3.10: Course Directors – Distribution of final sample

| FACULTY | Distribution of population by Faculty | Distribution of returns by Faculty | Distribution of final sample by Faculty |
|----------------------------|--|---|--|
| Art, Design and Humanities | 13% | 14% | 18.4% |
| Business and Management | 21% | 23% | 19.5% |
| Engineering | 9% | 8% | 9.2% |
| Informatics | 9% | 6% | 2.3% |
| Science | 19% | 17% | 18.4% |
| Social and Health Sciences | 28% | 31% | 32.2% |

n = 87

Using SPSS (Version 9), a range of basic techniques was used to carry out an initial exploratory analysis of the quantitative data in each file, producing descriptive output (frequencies, frequency tables and, where appropriate, cross tabulations and multiple response tables) in relation to each variable. Findings from this initial analysis were re-grouped thematically in relation to the key themes and research questions identified in the first chapter.

The qualitative comments from the open questions on each questionnaire were entered into a Word table, referenced by Case ID number. Frequently appearing words, and synonyms of these words, were identified by repeated use of the ‘Find’ command in Word. From these words, key terms were subsequently developed and were entered into an additional column to summarise the emerging issues and concepts. In the interests of internal consistency, this coding was further reviewed after a gap of two months, when some small alterations were made. A further column was then added to identify the Faculty for each case. The qualitative data was therefore still present in its entirety, but could also be sorted by either Faculty or key word to allow for grouping and re-grouping of the issues. Being indexed by case number, the qualitative data was also easily linked by to all the quantitative data relating to that case in the relevant SPSS file.

Each Theme was then reconsidered in the light of all the pertinent primary data, both quantitative and qualitative. The main source of additional data

for the study was the Final Report on findings from the 2000-2001 Student Questionnaire on the Quality of Teaching (Kemplay and Ennis, 2001), in which part-time lecturer data had been separately analysed and presented for the first time. The student feedback on teaching was considered in conjunction with relevant aspects of the data which had been obtained from part-time lecturers and course directors. These were integrated into the analysis where appropriate and the overall findings presented thematically in relation to the research questions.

SUMMARY

This Chapter has presented a detailed account of the research process undertaken in this study. This included an explanation of early decisions about methodology, including the design and implementation of a pilot study, the identification of the population for the research, information about the final samples and how these were determined, and the process of the collecting, organising and analysing the data in the main study.

A full account of the findings of the research is presented in the next two chapters. These findings are discussed in relation to the literature and recent research which were reviewed in the Chapter 1, with the focus in Chapter 4 being on employment issues and that in Chapter 5 on aspects of development and support of part-time lecturers in Higher Education.

CHAPTER 4: Findings and discussion (1):

The employment of part-time lecturers

INTRODUCTION

In this Chapter, the main findings of those aspects of the research relating to the employment of part-time lecturers are discussed in the context of the literature and of the work of previous researchers, as reviewed in the first chapter.

The chapter begins by examining the characteristics of the part-time lecturer population in the University, drawing out the number and location of these staff, their age and gender profile, their qualifications and experience and the extent of their teaching contribution. There is then an exploration of the reasons given by course directors for the employment of part-time lecturers and those given by part-time lecturers for choosing to teach part time at the University. There follows an analysis of the duties and responsibilities, both teaching and non-teaching, which were carried out by part-time lecturers and of the degree to which their formal contracts of employment reflected the full range of work undertaken.

THE PART-TIME LECTURER POPULATION

“At present we only have rough figures rather than reliable management information which would enable us to know with confidence how many part-timers are working across the sector, what kinds of contributions they make, their qualifications and experience, their gender ... profile and so on.” (Pennington, 2001, p 1)

Scale and location of the part-time lecturer population for this research

The part-time teacher population in the University was difficult to identify and not adequately or accurately reflected on the institutional staff database. However, 290 part-time teachers were identified and questionnaires sent to each of them. There was a 54% return rate, representing 146 staff, of which 118 held the title job titles 'Part-time Lecturer', 'Associate Lecturer' or 'Visiting Lecturer'. These 118 were grouped together under the title 'Part-time Lecturers' and became the final sample for the research, defined earlier in this report (Chapter 3) as:

“All those, other than research students, contract researchers or research assistants, teaching on an hourly or daily paid contract or a fractional contract, who held the job titles 'Part-time Lecturer', 'Associate Lecturer' or 'Visiting Lecturer'.”

59% of the respondents defined as 'Part-time Lecturers' were male and 41% female, although, since many contact names were given with an initial only, it was not possible to judge how representative the gender split of the sample was of the Part-time Lecturer workforce in the University as a whole. The national Male/Female ratio for full-time academic staff in the UK in 2000 was 69:31 (HEFCE, 2002), so it appeared that a higher proportion of part-time than full-time staff tended to be female.

There were part-time lecturers working in all Faculties and on all Campuses of the University. However, there were higher concentrations of these staff found to be teaching on professional and vocational courses, specifically in the areas of Business and Management, Art and Design and the Health professions and on the Campuses where these disciplines prevailed. (Table 4.1)

Table 4.1: Part-time lecturers by Faculty location

| Faculty | | |
|----------------------------|----|-----|
| Art, Design and Humanities | 41 | 35% |
| Business and Management | 25 | 21% |
| Engineering | 12 | 10% |
| Informatics | 3 | 3% |
| Science | 12 | 10% |
| Social and Health Sciences | 25 | 21% |

University Teaching Experience

The longest-serving respondent had been teaching in HE since 1957, the ‘newest’ Part-time Lecturer having had only one Semester’s teaching experience. The average (modal) teaching experience reported was 4 years, and between them, this group of 118 part-time lecturers had nearly 1200 years’ experience of teaching in Higher Education. When asked whether teaching at the University was their main occupation, 36% (42) said that it was.

Of those for whom teaching at the University was their main paid occupation, 45% were male and 55% female, with over half of the males being over 60, and the females in this category spread fairly evenly over the three age groups covering 26-60 years old. Nearly half of those for whom part-time at the University was their main paid work worked for the Faculty of Art, Design and Humanities, most of these in Art and Design, whereas in the Business and Management and Health professions, most of the part-time lecturers had taught at the University in addition to other paid employment. (Table 4.2).

Table 4.2: Distribution by Faculty of part-time lecturers for whom teaching part time at the University was their main occupation

| FACULTY | Number of part-time staff | % |
|----------------------------|--------------------------------------|----------|
| Art, Design and Humanities | 18 | 42.9% |
| Business and Management | 4 | 9.5% |
| Engineering | 5 | 11.9% |
| Informatics | 2 | 4.8% |
| Science | 4 | 9.5% |
| Social and Health Sciences | 9 | 21.4% |

n=42

Just fewer than 30% of the respondents taught at HE institutions other than this University, ranging from 25% in Science to 33% in Informatics. Those who did teach also teach elsewhere (34 respondents) were overall more than three times as likely to be male, and were mostly aged between 26 and 50 years, with a notable 5 males in this category who were aged over 60.

Extent of the contribution made by part-time lecturers

It had frequently been reported in the literature that this was a staff population which was difficult to identify, and that there had been little systematic research into the characteristics of this group, the nature and scale of their teaching contribution or the impact of their presence on students or on full-time academic staff. (Husbands, 1998; Jaques, 1998; Chintis and Williams, 1999; Husbands and Davies, 2000; Pennington, 2001).

Jaques reported the findings of a 1995 survey at Oxford Brookes where the contracts of the 300 part-time lecturers identified ranged from one to 120 hours, with some Schools employing one or two and others up to 50. (Jaques, 1998). While this indicated that a wide range of different contracts were held by part-timers, it did was not clear what the overall *scale* of their contribution had been at Oxford Brookes. During the year covered by the survey in this research, the part-time lecturers who responded had

contributed a total of some 11,000 hours, and most of them had taught over 70 hours, that is, the equivalent of at least 2 x 20-credit point modules' worth of contact time. Given the difficulties experienced in identifying members of the population for the study, and the response rate of 54%, it is likely that that the actual contribution of part-time lecturers was around double this figure and could be even greater. This represented a possible 30,000 hours having been taught by part-time lecturers, equivalent to over 800 x 20-credit point modules. The scale of this contribution to student learning in itself justified closer examination of the qualifications and experience of these staff, and the nature of the work they were undertaking.

In order to illustrate the teaching loads being undertaken by Part-timers in each Faculty, the total teaching hours reported by each Part-time Lecturer were re-coded and expressed as 20-point module-equivalents, (that is 36 student contact hours). The numbers of staff whose teaching hours represented 1, 2, 3, 4 or 5 Modules are shown by Faculty in Table 4.3.

Table 4.3: Teaching contribution of part-time Lecturers by Faculty, expressed in Modules⁶

| Faculty | <u>No of part-time lecturers with teaching hours</u> <u>equivalent to:</u> | | | | | |
|----------------------------|---|--------------|--------------|--------------|--------------|----------------------------------|
| | 1 module | 2 modules | 3 modules | 4 modules | 5 modules | Module Equivalent/ Faculty |
| | | | | | | |
| Art, Design and Humanities | 12 | 7 | 4 | 9 | 9 | 119 |
| Business and Management | 7 | 5 | 4 | 5 | 4 | 69 |
| Social and Health Sciences | 9 | 8 | 4 | 2 | 2 | 55 |
| Engineering | 2 | 2 | 5 | 1 | 2 | 35 |
| Science | 3 | 5 | 4 | | 1 | 27 |
| Informatics | | 1 | | 2 | | 10 |

⁶ Total reported hours were converted into 5 categories equivalent to 1, 2, 3, 4 or 5 x 20-point modules for clarity of presenting teaching contribution by Faculty.

Given that it was generally accepted in the organisation that the notional teaching load for a Full-time Lecturer who did not have any other significant duties (that is, research, administration, knowledge transfer or student support) was five modules per year, it was clear that some so-called part-time lecturers were carrying the equivalent of a full-time teaching load, but those paid on an hourly basis would in most cases have received payment only for contact hours and some associated assessment time. Furthermore, if the part-time lecturers had not been carrying out the administrative and student support work normally associated with teaching, then full-time colleagues were likely to have been picking up this additional work. This issue is given further consideration later in this Chapter, when exploring the nature of part-time lecturers' contracts and the range of work actually undertaken by these staff.

Qualifications held by part-time lecturers

In order to develop a profile of the academic backgrounds of the part-time lecturer workforce, staff were asked to identify the highest level of academic qualification held at the time of the survey. A summary of part-time lecturers' highest qualifications appears in Table 4.4.

Table 4.4: Highest level of qualification held

| Qualification | Number of staff | % of part-time lecturers |
|----------------------------------|-----------------|--------------------------|
| Degree | 25 | 21.2% |
| Postgraduate Cert/Dip | 17 | 14.4% |
| Masters | 42 | 35.6% |
| Doctorate | 28 | 23.7% |
| Other qualification ⁷ | 5 | 4.2% |
| Missing data | 1 | 0.8% |
| TOTAL | 118 | |

⁷ Other qualifications held were: 2nd Staatsexamen (Bavaria), ACCA , FCA (2), Fellowship in Surgery (Opthamology)

When the levels of staff qualifications were broken down by Faculty, there were some interesting differences in the proportions. The Faculties of Engineering and Informatics both had a higher than average percentage of part-time teachers with Masters Degrees, but none who held Doctorates. Business and Management staff held slightly fewer Doctorates than average, but frequently had Postgraduate Certificates or Diplomas. The Faculty of Science, on the other hand, had above average numbers of staff holding Doctorates, a high proportion with 1st Degrees only and no staff with Postgraduate Certificates or Diplomas.

Without information on the subjects studied for these qualifications, it is not possible to explain these differences. However, it seems likely that the vocational nature of Business and Management courses could explain the high number of Postgraduate Certificates and Diplomas, and that the more ‘academic’ (and research) focus of many of the Science courses (with the exception of some Health Science areas) could explain the higher proportion of Doctorates held by part-time lecturers in this Faculty. The high number of Masters level qualifications in Engineering could be explained by the MEng qualification awarded to many students in Engineering disciplines after a four year undergraduate programme, postgraduate in ‘time’ rather than in ‘level’. The Informatics sample was too small to draw any significant conclusions in respect of the spread of qualifications.

Table 4.5: Levels of students being taught by part-time lecturers

| Level/attendance mode of students | Number of part-time lecturers teaching on these courses | % of the part-time lecturers teaching on these course |
|-----------------------------------|---|---|
| Full-time Undergraduate | 88 | 74.6% |
| Part-time Undergraduate | 32 | 27.1% |
| Full-time Postgraduate | 22 | 18.6% |
| Part-time Postgraduate | 23 | 19.5% |
| Other levels | 12 | 10.2% |

The levels of student groups taught by part-time lecturers are set out in Table 4.5, which shows that almost three-quarters of them taught on Full-

time Undergraduate courses, just over a quarter on Part-time Undergraduate courses, just under a fifth on Postgraduate Courses and about 10% on other levels of courses.

The large numbers of these staff teaching on Full-time Undergraduate programmes would suggest that, in many cases, this teaching might have been undertaken during the day, rather than being an 'after-work' activity, as most full-time undergraduate teaching was timetabled between 9.15 am and 5.15 pm. It would be important to take this into account when considering factors contributing to the motivation, satisfaction and integration of part-time lecturers, and also their availability (outside contact time) for student support and consultation.

The levels of students taught were then considered in relation to the level of academic qualifications of the part-timers who had taught them. Overall, around 67% of the staff teaching on undergraduate programmes had a postgraduate qualification, (ie Postgraduate Certificate/Diploma, Masters or Doctorate), while just over 90% of those teaching on postgraduate courses in the University held postgraduate qualifications. However, nearly a third of those teaching on undergraduate degree programmes were only themselves educated to degree level, and while most part-time lecturers teaching on Postgraduate courses held some form of postgraduate qualification, only just over 40% of these held doctorates.

A number of students were therefore being taught by part-time lecturers who were not significantly better qualified than they were themselves. Furthermore, it was not known how closely the qualifications held by the teachers related to the subject matter being taught. Job specifications for full-time Lecturer (and Teaching Fellow) positions in UK universities would in most cases include either a requirement or a preference for a relevant Master's Degree or Doctorate (<http://www.jobs.ac.uk>). This would indicate that, in some cases, part-time lecturers in this study might not have been considered adequately qualified in their subject or discipline.

Part-time lecturers were also asked to specify any teaching qualifications they held. Only 7% of respondents held any form of Higher Education teaching qualification, though some had Further Education or Primary or Secondary PGCE teaching awards. Nearly three quarters of the part-time lecturers had no teaching qualification whatsoever. (Table 4.6).

Table 4.6: Teaching qualifications held by part-time lecturers

| Teaching Qualification held | Number of part-time lecturers with this qualification | % of part-time lecturers with this qualification |
|--|---|--|
| No Teaching Qualification | 84 | 71% |
| PGCE (Primary or Secondary) | 12 | 10% |
| Other Teaching Qualification | 11 | 9% |
| HE Postgraduate Teaching Qualification | 8 | 7% |
| BEd (Primary or Secondary) | 6 | 5% |
| FE Postgraduate Teaching Qualification | 4 | 3% |
| Nurse Teaching Award | 1 | 1% |
| TEFL/TESOL Award | 1 | 1% |

n=118

When this lack of teaching qualifications was considered by Faculty, it was found that the range lay between **no** part-time lecturers in Informatics having a teaching qualification to a best-case scenario of **fewer than half** in Social and Health Sciences holding a teaching qualification of some kind. There was, however, considerable interest shown in undertaking a short, accredited HE teaching course leading to ILT (Institute for Learning and Teaching in HE) Associate Membership. Of those respondents holding no teaching qualification, 65% said they would be interested, or might be interested, in attending an accredited course. This represented 43 people

who expressed a definite interest in attending, and a further 34 who might be interested.

While the University did not appear to value particularly highly teacher training for part-time lecturers as reflected in Table 4.6, the part-timers themselves clearly recognised its worth. The lack of importance apparently placed by managers on teaching skills for University part-time lecturers was consistent with the findings of the NATFHE/HESDA Project, in which part-time teachers criticised a system where, despite the fact that their primary role was teaching, they were not, in most cases, selected on the basis of their teaching expertise, but rather for their professional or subject expertise. (NATFHE, 2001). This would not necessarily have been a problem when practising professionals or experts in a particular field were brought in for occasional 'guest' lecturers, to share their specialist knowledge and experience with students, with full-time academic staff being responsible for integration of these into the curriculum. It was a perhaps a different matter though, as will be discussed in the next section, when part-timers were regularly being brought in to teach full modules in response to the increasing number of students needing to be taught.

REASONS FOR THE EMPLOYMENT OF PART-TIME LECTURERS

“Such staff provide flexibility and cost-effectiveness for institutions, and frequently bring scarce skills and broad experience from a number of work contexts to their role.”
(Pennington, 2001, p 2).

As discussed in Chapter 1, increased student numbers over two decades had not been matched by an equivalent increase in academic staff numbers, and, concurrently, the numbers of vocational and professionally accredited courses had grown in response to student demand. Added to this, there had been a stronger emphasis within the University upon research and knowledge transfer, leading to a more frequent use of research grants to

‘buy out’ the time of the most effective researchers among the academic staff.

Rather than creating full-time academic posts to meet the resulting shortage of teachers, many Faculties and Schools had adopted a more flexible employment model; part-time lecturers were contracted by the hour, as required, largely to ensure that there were enough staff to teach the students. Jaques (1998) found that part-time lecturers at Oxford Brookes University were brought in for a range of reasons, and that, while some had regular paid employment outside education, others were

“more in the nature of freelancers and [had] a ‘portfolio’ of part-time jobs with different institutions”. (Jaques, 1998, p 2).

Consideration was therefore given in this research to the range of reasons offered by both part-time lecturers themselves, and by course directors (representing the ‘manager’ perspective) for their being employed part-time to teach at the University. Although course directors, who had day-to-day responsibility for course management, were chosen to represent the management perspective in this research, and they, or module co-ordinators were usually responsible for the recruitment and selection of part-time lecturers, they had, in fact, very little authority, the Heads of School being the line managers and budget holders.

Yet, as will be discussed further in the next chapter, very few part-time lecturers had any contact with the Head of School, and even fewer had ever been observed teaching by their Head of School (line manager). This was also found to be the case in the NATFHE/HESDA project, in which there was found to be no strategic integration of part-timers and where

“all three institutions devolved responsibility for recruitment and selection of part-timers to school/subject group level” (NATFHE, 2001, p 50)

The general arguments put forward in favour of employing increased numbers of casual, part-time staff (Lewis, 1990; Horning et al, 1995; Lee and Hoon, 1995; Rothwell, 1995) were largely cost-saving, although Allan (2000) had identified a number of hidden costs, both financial and motivational, associated with their employment. Barnes and O'Hara (1999), too, had suggested that this employment practice could potentially undermine the ability of universities to continue delivering high quality teaching in the rapidly changing environment within which they operated.

While the use of part-time lecturers was perceived by Course Directors in this study to be, above all, about flexibility and the cost-effective replacement of full-time academic staff, many gave professional or discipline expertise as their primary, and most positive, reason for employing part-timers. Nevertheless, many Course Directors viewed the employment of part-time lecturers as a relatively poor substitute for adequate full-time staffing, often believing them to be less committed to the job and not sufficiently accessible to students.

Course directors' reasons for employing part-time lecturers

Course directors in the survey were asked for the main reasons (no more than three) for using part time lecturers on their courses. Eight possible reasons were offered, together with the choice of "Other reasons (please specify)". The responses were analysed, and the "Other reasons" (8 cases) were re-categorised. Two of the "Other reasons" given could be fitted into an existing category; two new categories were created to accommodate the other six responses, namely "Off-campus work location" and "Assistance with Seminars". The three most common reasons given were "Insufficient full-time lecturers", "Expertise" and "Buyout of staff time". (Table 4.7).

Table 4.7: Reasons given by course directors for the employment of part-time lecturers

| | <u>Reason</u> | Number of course directors giving this reason | % of the course directors giving this reason |
|----|--------------------------------------|--|---|
| 1 | Insufficient full-time lecturers | 59 | 68% |
| 2 | Expertise | 56 | 64% |
| 3 | Buyout of staff time | 22 | 25% |
| 4 | Response to student numbers | 14 | 16% |
| 5 | Assistance with practical classes | 13 | 15% |
| 6 | To cover illness | 8 | 9% |
| 7 | To cover sabbatical | 7 | 8% |
| 8 | Vacant posts | 5 | 6% |
| 9 | Off campus work location | 3 | 3% |
| 10 | Assistance with seminars | 3 | 3% |

n = 87

There was some variation between Faculties, however, in the most common reasons given for employing part-time lecturers. In the Faculty of Art, Design and Humanities, “Expertise” was the primary reason given, and Science also rated “Expertise” above “Insufficient full-time lecturers”, while “Expertise” did not feature at all in the Informatics Faculty responses. Business and Management and Social Science respondents both reported “Insufficient full-time lecturers” as the most common reason for employing part-time lecturers. In their qualitative comments about lack of full-time staff, course directors tended to attribute these shortages either to the failure of the University to attract suitable full-time lecturers or to the non-replacement of academic colleagues who had retired or resigned.

Given that the most common reason for employing part-time lecturers was “insufficient full-time staff”, it was not surprising that not all course directors were positive about their use, or at least the reasons for their use, suggesting, for example, that the

“... overall problem is the reason for part-time usage, which is currently to accommodate, less than adequately, insufficient full time staff and high student numbers.”

(Course Director in Art, Design and Humanities)

or even that

“... there are few, if any, academic benefits in using PT staff. It may be helpful to have particular expertise, as the questionnaire suggests, but I doubt if this is a priority reason in the University.” (Course Director in Art, Design and Humanities).

However, about 20% of those course directors who responded talked of the importance of part-time staff being employed to “reduce the load” on full-time academic staff, to provide “cover” or, in 5 cases, to ensure the “survival” of full-timers. About half of these saw the purpose of part-time lecturers primarily to ‘buy out’ academic staff time:

“... to free up research staff” (Course Director in Art, Design and Humanities); “To relieve F/T staff for research”; (Course Director in Science); to “Free[s] lecturer time for research” (Course Director in Business and Management); to “Free up time for staff research” (Course Director in Social and Health Sciences); to “Free up’ staff time” (Course Director in Engineering).

The other half, however, saw them purely as providing much-needed assistance to overworked academics in understaffed Schools and Faculties, believing that part-time lecturers helped to reduce the workload of

“...already heavily loaded staff due to non-replacement of staff who have retired.” (Course Director in Engineering)

or to

“... relieve[s] pressure on overworked staff – we simply don’t have the staff to cover all the core and service teaching, conduct research and do the admin ...” (Course Director in Social and Health Sciences).

Indeed some course directors went even further, indicating that not only were part-time lecturers an extra and necessary pair of hands, but they provided essential support to full-time staff who were often at breaking point. In one case, part-time lecturers were said to be the only thing that enabled full-time academics to keep their heads above water. (Course Directors from Social and Health Sciences.)

One course director in the Faculty of Science felt that

“... from this particular course point of view there were no main benefits derived from using a part-time member of staff. Basically it was a pragmatic decision, ie lack of expertise in the area (due to a lack of replacement of full-time members of staff)”.

There were other examples of gaps in expertise having been brought about by non-replacement of full-time staff, thus linking the two main reasons given for the employment of full time staff, namely “Insufficient full-time staff” and the “Expertise of part-time lecturers”. However, most of the references to “Expertise” as a reason for employing part-timers were more positive and course directors from all Faculties talked frequently of the expertise, the currency of professional knowledge and practice, and the ‘reality’ that part-time lecturers could bring to the student learning

experience, particularly when contributing to vocational courses. Their professional experience was valued not only for its practical application:

“I would use part-time lecturers for their practical experience in a given subject area, eg practising consultants giving guidance on working as a consultant to potential business advisers. They have greater credibility than university full-timers who have never done the job.”
(Course Director in Business and Management)

but also in its potential as a source of current, relevant examples within formal teaching settings, such as lectures:

“Gives students opportunities to relate theory to practice, through real examples” (Course Director in Science).

“A part-time teacher will normally have not only relevant academic knowledge but recent relevant experience in practice and can illustrate the topic with relevant examples.” (Course Director in Engineering).

In addition to the value placed on the expert knowledge and practical experience of many part-time lecturers, there was an acknowledgement of the potential for

“... current industry-specific experience that is incorporated into their teaching in the form of live case studies (Course Director, Business and Management).

and opportunities for

“ ... a link to industry” (Course Director in Informatics).

The ‘real world’ dimension provided by many part-time lecturers also featured in responses from those teaching in clinical areas, where their input

“... allows students to do real clinical projects ...”

(Course Director in Science)

through contact with

“... experienced clinical people who can relate the theory to practices of, eg medical ultrasound” (Course Director in Science).

In Art and Design, too, course directors perceived benefits for students through contact with part-time lecturers who provided, for example

“... a different view/experience from the full-time lecturers as they are usually self-employed designers” and “expertise and knowledge of the subject” (Course Directors in Art, Design and Humanities).

Professionally accredited courses clearly benefited from those part-time lecturers with

“... recent and relevant experience of sector” or “current experience of the employment sector” “(Course Director in Social and Health Sciences)

and while this was implicit in many of the responses, many course directors explicitly commented on the need to include professional practitioners in the course teaching team:

“Given our course is also accredited professionally it does give credibility to have part-time staff from the field.” (Course Director in Social and Health Sciences).

Overall, around 50% of course directors made specific reference to the ‘expertise’ of part-time lecturers as being a positive reason for employing them.

Interestingly, the two main reasons given by course directors for employing part-time lecturers seemed to represent both the extremely negative and the extremely positive. On the one hand, course directors talked of full-time staff shortages due to non-replacement of lecturers, last minute searches for someone to teach at short notice and of the teaching contribution of part-time lecturers being the only thing that enabled them to survive: indicative of crisis management rather than a planned, strategic approach. On the other hand, and almost as frequently cited as the main reason for employing them, course directors mentioned the importance of the professional and industrial skills, knowledge and experience brought by part-time lecturers to their teaching, especially to externally accredited courses which could not function without them: the use of part-time lecturers as a valued human resource, appropriately deployed.

D’Andrea summarised a historical shift in the reasons that part-time lecturers (adjunct faculty) had been employed by universities in the USA, which was recognisable in the UK context as well, which might go some way towards explaining this dichotomy:

“Originally, part-time staff in HE were various experts who were asked by universities to add depth to the curriculum by sharing their experience or expertise with students. These were people most commonly in the creative arts, clinical practice, or public office. However this use of part-time staff shifted dramatically when the increase in enrolments in universities required using temporary staff to meet this need” (d’Andrea, 2001).

So, it would appear that while practising professionals have continued to be brought in to share their expertise and experience, they have increasingly been asked to teach whole modules, rather than contributing occasional

‘guest lectures’ . In addition, other, perhaps in some cases less expert or experienced, part-timers have been brought in to teach because there were not enough full-time academic staff to cover the increased teaching workload resulting from the increase in the number of students.

The reasons given by course directors for the employment of part-time lecturers represented, to some degree at least, the employer perspective, but equally important was to try to understand the motivations of part-time lecturers to become involved in university teaching.

Part-time lecturers’ reasons for teaching part-time

Part-time lecturers were asked for their reasons for choosing to teach part-time at the University. Six possible reasons were offered, together with the choice of “Other reasons (please specify)”. The responses were analysed, and the “Other reasons” given, (56 cases), which did not fall easily into any of the existing categories were grouped into an additional nine, making fifteen categories in all. The full range of reasons given by the part-time lecturers for teaching part time at the University is shown in Table 4.8.

Three main reasons the Part-time Lecturers gave for choosing to teach part-time at the University were:

- (1) Family or caring responsibilities (21.2%, of which 75% were female)
- (2) Retired or early retired (19.5%, of which 78% were male)
- (3) Possible route to full-time (or more secure part-time) HE teaching post (18.6%).

Three quarters of those choosing to teach part-time for “Family or caring responsibilities were female, although in the lower and upper age groups (ie below 26 years old or over 60), gender was not a significant factor.

Table 4.8: Reasons given for choosing to teach part-time at the University

| | <u>Reason</u> | Number of part-time lecturers giving this reason | % of the part-time lecturers giving this reason |
|----|---|---|--|
| 1 | Family or caring responsibilities | 24 | 21.2% |
| 2 | Retired or early retired | 23 | 19.5% |
| 3 | Possible route to full-time HE teaching post | 22 | 18.6% |
| 4 | Postgraduate Student | 13 | 11.0% |
| 5 | Enjoyment | 10 | 8.5% |
| 6 | Invited to teach part-time | 9 | 7.6% |
| 7 | Professional expertise | 9 | 7.6% |
| 8 | Financial | 8 | 6.8% |
| 9 | Disenchanted or stressed with FT commitment | 6 | 5.0% |
| 10 | Fitted in with other commitments | 6 | 5.0% |
| 11 | Interested in subject | 5 | 4.2% |
| 12 | Only part-time teaching was available | 4 | 3.4% |
| 13 | Interested in students | 3 | 2.5% |
| 14 | Research Assistant or Contract Research Staff | 2 | 1.7% |
| 15 | Possible route to (better) part-time contract | 2 | 1.7% |

n = 118

That this was the most common reason given for choosing to teach part-time suggests that there was a considerable body of people, especially women, whose preference was to work part time, and who would not consider taking

on full-time work at this stage in their careers. The reality that some individuals

“preferred being part-time because it suited them in practical terms ...[or] ... that was a more fulfilling way of teaching than being full-time” (NATFHE, 2001)

should not be ignored when considering the most effective human resource management strategies for teaching and learning in universities.

The large number of “retired or early retired” respondents is consistent with the shortage of full-time lecturers reported by course directors, especially in the Faculty of Engineering. All the “Retired or early retired” respondents (of which 78% were male), were over 50 with 70% of these being over 60 (of which 88% were male). The high proportion of males in the “retired or early retired” groups could be at least partly explained by the historically-based male dominance in Science and Engineering and the male/female gender imbalance which exists among the more senior (in both age and position) full-time academic staff.

Husbands and Davies (2000) pointed out that

“Some part-timers prefer not to have a contractual requirement to conduct research, and in certain institutions part-time employment could be their only feasible path to such a teaching-only arrangement.” Husbands and Davies, 2000, p 358)

and, given the fairly high proportion of the part-time lecturers in this study who had returned to university teaching after retiring as full-time academics, it is possible that this was an underlying reason for the relatively high numbers of part-timers in the older age-groups. Either they had not wanted to be research-active, or their research had not been deemed suitable for inclusion in the RAE (Research Assessment Exercise), and so as not be

counted in the total numbers of academic staff for the assessment, they had been granted early retirement.

Those hoping that teaching part time might lead to a full-time Lecturer post were almost all aged between 26 and 50, with about half of these being between 41 and 50, and the male/female split within this group was almost exactly 50:50. It was also noted that similar career aspirations were expressed by two respondents who considered their current (hourly paid) employment as a possible route to a better **part-time** contract.

Professional practitioners and retirees were found in the NATFHE/HESDA Project (2001) to have been the least likely to aspire to a full-time academic post, while postgraduate tutors were the most likely to do so. (NATFHE, 2001). Husbands and Davis, too, made the point that many of the part-time teaching staff in Higher Education, were

“...full-time practising professionals in their own right and were most unlikely to be hankering after a conventional full-time academic position.” (Husbands and Davies, 2000, p 358).

Had this research included postgraduate tutors and contract research staff, therefore, the number of respondents hoping to move to a full-time lecturing post might have been considerably higher.

While the main reasons given by part-time lecturers for working part time (Table 4.8) were reflected in most Faculties, there were some notable exceptions. The first was that the Faculty of Informatics respondents gave only two reasons for working part-time: being a Postgraduate Student and needing the money. This deviation from the modal responses seemed most likely to be related to the very small numbers of part-time lecturers employed in the Faculty of Informatics, (3 in this sample) two of whom were part-time Postgraduate students (although called part-time lecturers). The second notable factor was what has been termed “Professional Expertise”, which was important to Science and, in particular, to Social and

Health Sciences. The use of the term “Professional Expertise” to group these responses, however, does not fully represent the strength of commitment to their own professions, and their wish to share this with students, that came through in the respondents’ own words, as opposed to their selection of reasons from a given list. Particularly in the Health Sciences, part-time lecturers talked about teaching subjects

“...relevant to [their] professional occupation” and of having the opportunity to “influence students regarding professional practice”, to “teach students who may work in [their] profession” or to “teach undergraduate students a professional skill”. Some regarded part-time teaching as a “professional duty” or even as a chance “to entice students into [their] profession in the health service” (Part-time lecturers in healthcare professions from the Faculty of Science and Faculty of Social and Health Sciences).

In Business and Management, too, professional responsibility motivated part-time lecturers who

“... enjoy[ed] reinforcing the link between practice and theory” and “helping [students’] understanding of finance” (Part-time lecturers, Faculty of Business and Management).

However, many part-time lecturers expressed a desire to share their professional knowledge and experience with students, and while in some cases they viewed teaching as a professional duty, an obligation to their profession, in many other cases they had clearly enjoyed their teaching and valued the personal and professional fulfilment and development it offered them. Part-timers in the NATFHE/HESDA study (2001), too, often expressed very positive reasons for teaching part-time, saying that it was

“... an enjoyable way of teaching, that it met a commitment to professional subject areas being taught by

those still active in their profession, and that it was a more fulfilling way of teaching than being full-time.”
(NATFHE, 2001, p 26).

It was in this area of professional expertise that there was the closest alignment between the reasons given by part-time lecturers for choosing to teach part-time and those given by course directors for employing them. Jaques (1998) asserted that

“... as practising professionals they bring current workplace experience to their teaching ... at a more mundane level, as someone from outside the institutional community, they bring fresh perspectives to academic subjects, along with an enjoyment of teaching and students.” (Jaques, 1998, p 1).

It was in relation to the sharing of professional knowledge and experience, too, that the clearest benefits of the part-time lecturers’ contributions to teaching were recognised, and the most positive comments were made. However, the apparent lack of strategic human resource planning for the inclusion of part-time lecturers in the delivery of courses at the University, while it appeared on the surface to be a flexible and economical approach, was found to carry with it some of the hidden costs alluded to by Allan (2000) and Barnes and O’Hara (1999) once more was learned about the part-time lecturers’ experiences of working at the University, their terms and conditions of employment and the aspects of the lecturer role they undertook.

There follows a discussion of the types of teaching and other work which part-time lecturers carried out in relation to their terms and conditions of employment and some indication of the nature and scale of the remuneration offered.

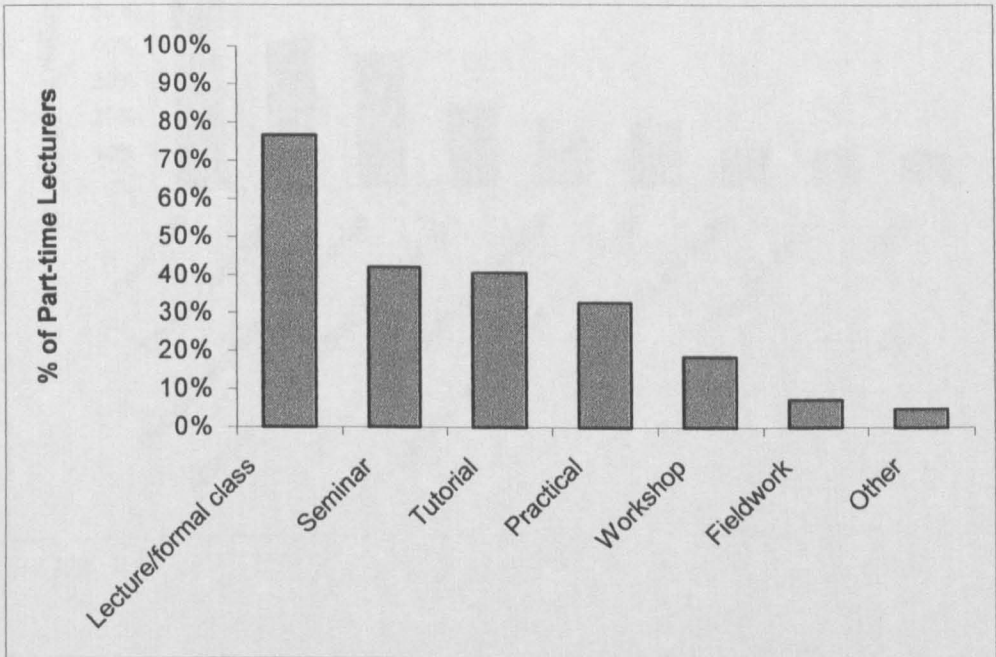
WORK AND CONTRACTS

“Most report spending more hours than they are paid for in advising students, preparing for teaching and marking work, and would do more if they were more adequately rewarded ...” (Jaques, 1998, p 3).

Both part-time lecturers and course directors were asked about the nature and extent of the work carried out by part-time lecturers and their sets of responses aggregated. Included were not only different types of teaching and learning support undertaken, but also the range of associated duties normally carried out by full-time Lecturers, notably those relating to assessment, administration and student support. (Jaques, 1998; NATFHE, 2001).

When questioned about the range of teaching activities undertaken, both course directors and part-time lecturers indicated that the part-time lecturers were involved in the full range of teaching activities undertaken by full-timers. They were most frequently engaged to take lectures, seminars and tutorials; given that these tended to be the most common types of teaching

Figure 4.1: Types of teaching undertaken by part-time lecturers

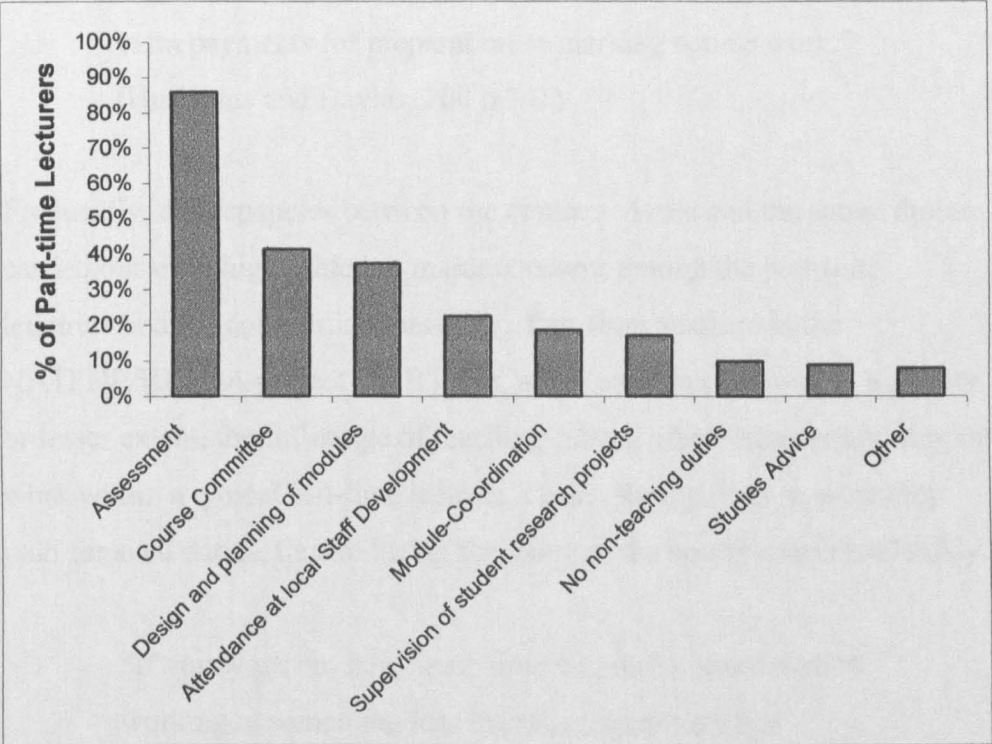


n=118

in the University as a whole, this was unsurprising. However, part-time lecturers also undertook practical and workshop classes, and a small number were involved in fieldwork. Other types of teaching reported were the supervision of clinical placements and the assessment of PGCE students on teaching practice in Schools. (Figure 4.1).

In addition to teaching, over 85% of the part-time lecturers had formally assessed students during the year of the survey (2000-2001). Some additional payment had been made for marking examinations, and in some cases course work, based on the number of student scripts. However, with the exception of assessment, and some payment for supervision of research projects (which was recognised as teaching), participation by part-time lecturers in other aspects of the lecturer role was, on the whole, not part of the hourly paid contract and a wide range of additional duties undertaken by part-time lecturers were, in effect, voluntary, with only 10% carrying out no work beyond student contact time and associated preparation. (Figure 4.2).

Figure 4.2: Other duties undertaken by part-time lecturers



n=118

Just under 40% of part-time lecturers participated in curriculum design or attended course committees and around 20% attended locally organised staff development.

On the whole, part-time lecturers were not paid for additional duties, so they either did them in their own time, or not at all. Furthermore, in some rare cases where attendance outside teaching time was paid for, the problem for the course directors was to find the money to fund the

“... cost, not just for the actual teaching but other duties as well; attendance at meetings, exam boards, marking, feedback” (Course Director, Art, Design and Humanities).

The high numbers in the University of hourly-paid contracts which were based largely or solely on the number of hours’ student contact time, reflected the findings of Husbands and Davies (2000), that

“Basic hourly rates of pay at some institutions ... look not ungenerous, until one realises that there are usually no extra payments for preparation or marking course work.”
(Husbands and Davies, 2000 p 341)

Frequently, discrepancies between the contracted role and the actual duties carried out were highlighted as major concerns among the part-time lecturers and the course directors alike. Part-time teachers in the NATFHE/HESDA project (2001), too, were found to carry out, to a greater or lesser extent, the full-range of teaching-related administrative and support work within a typical full-time lecturer’s role. Rarely, if ever, were they paid for such duties, thus reducing the value of the hourly rate considerably:

“If you work out how much time you really spend you’re working at something less than the minimum wage”
(Part-time Lecturer, NATFHE 2001).

Module co-ordination at the University was officially restricted to full-time lecturers, yet about a fifth of the part-timers reported acting as module co-ordinator, mainly in cases where they were the only 'expert' in the subject. This was a role which was more demanding than just teaching and assessing and which had greater responsibility attached. There was felt to be no reward and little support for this role:

"Payment is given for hours of teaching and marking.

There is no contribution for the time spent solving problems for students or following up admin issues ... my time ... my phone bill ... etc. Similarly there is no contribution for the effort and time spent developing/re-organising modules or any reward for being a 'module co-ordinator'. This is more demanding than just 'teaching' and 'assessing' and greater responsibility is attached to it."

(Part-time Lecturer, Social and Health Sciences).

Some course directors had found it particularly difficult to manage Course Committees and Examination Boards when part-timers co-ordinated a Module. However, it was more often the case that, where a part-timer taught the Module and a full-time member of staff was nominated as official Module Co-ordinator, course directors had difficulty in getting the full-time member of staff to fulfil their role in relation to collection of marks, module evaluation and general administrative tasks. Either way, course directors indicated that the inclusion of part-time lecturers in the course team increased the administrative workload of the full-time staff. Problems ranged from a lack of familiarity with University policy and procedures (which resulted in deadlines not being met or in paperwork not being correctly completed) to very frequently reported difficulties caused by the part-time lecturers' lack of involvement in the administration of the course which placed an additional burden on full-time staff. These additional duties were particularly problematic where large numbers of part-time lecturers were employed, although at least one course director in each Faculty reported no difficulties in working with part-timers.

The other area where the presence of part-timers appeared to increase the workload of their full-time academic colleagues was that of Studies Advice. Fewer than 10% of part-time lecturers acted as formal Adviser of Studies for students, a role undertaken by almost all full-time Lecturers. So where a part-time lecturer was taking on the teaching and, in many cases, the assessment workload, but nothing more, full-timers had to undertake additional student support duties. Course directors frequently referred to the difficulties experienced by students (and themselves) due to a general lack of availability of part-time Lecturers outside their timetabled teaching hours to offer further advice or to answer queries:

“Part-time lecturers are not always available during the day. Evening classes are often more convenient. They cannot fully participate in a studies advisor capacity, and are not always available for students outside the lecture period.” (Course Director, Business and Management).

However, it was generally recognised that this lack of availability was due to the nature of the part-time lecturers’ hourly-paid contract, rather than a lack of willingness on the part of the part-timers, the problems being:

“From the students’ point of view: the unavailability on campus of part-time lecturer except at the times she is teaching. From Course Committee point of view: the lack of involvement of part-time staff in course planning and development. Never have part-time staff attended a Course Committee meeting (no payment is available for such) nor are they present even at Exam Boards (again no payment available).” (Course Director, Science).

In the NATFHE/HESDA project, too, while the overall attitude of full-time academics to the contribution of part-timers was positive,

“... one issue that was consistently raised was that because part-timers are employed in a more restricted role than

full-timers, an additional administrative burden falls upon full-time staff at the departmental level – especially where there is heavy reliance on part-timers.” (NATFHE, 2001, p 29).

Course directors in this research also frequently reported problems associated with the additional administrative workload generated for full-timers by the employment of part-time lecturers. Some of this extra work related to the “lengthy paperwork” associated with the employment and payment procedures, but for the most part it was teaching-related other duties, as itemised in Figure 4.2, which raised the most issues for course directors, and, indeed, for the part-timers themselves.

Course directors also expressed concern about the lack of continuity for students, in terms both of teaching sessions and of student support; again, this was often acknowledged to be a problem associated with the nature of the hourly-paid contract:

“Because of uncertainty they take work elsewhere thus leaving me (course director) unsure if they will work for us next year. If they develop a module, there is a reliance on them to deliver – not always the case” (Course Director, Social and Health Sciences and Education)

From the part-time lecturers’ perspective too, uncertainty and lack of continuity was seen as problematic, though this was not perceived to stem purely from the nature of the hourly paid contract, but also from the late stage at which decisions were made as to whether to employ part-timers, commonly resulting in there being

“... inadequate notice of teaching duties” (Part-time Lecturer, Art, Design and Humanities)

Indeed one of the most difficult aspects of being a part-time lecturer was found to be the discontinuity of employment, and the short notice at which a

teacher's services could be required, or indeed dispensed with. Course directors also found this uncertainty and lack of continuity difficult to manage, and often expressed a sense of guilt at the way in which part-timers were treated. They also viewed the narrow focus of the part-time lecturers, which was on the contact time with the students, and, for some, on setting and marking assignments and examinations, as a major disadvantage, both from their own perspective and that of the students. This was further evidence that the lack of a strategic approach to employing part-lecturers, which had been adopted in the interests of flexibility and economy, brought with it potential risks as well as benefits. In the NATFHE/HESDA Project (2001), too, researchers found that

“All part-timers were frustrated by the fact that they never knew whether they were going to be re-employed or not, and whether or not they would be teaching the same courses again” (NATFHE, 2001, p52).

The late stage at which contracts were offered was found to cause difficulties, both for part-time lecturers, who did not know from year to year what, or indeed whether, they would be required to teach, and also for course directors who had found, on more than one occasion, that the part-timer they wanted was no longer available due to other, more timely offers of work. Even where the services of an appropriate part-time lecturer were secured, it was often months before s/he received a formal contract or any remuneration and course directors also mentioned that the budget for employing part-time lecturers had been cut while the student population had continued to grow both in size and diversity.

Difficulties encountered over contracts and payment were frequently reported as having caused embarrassment to course directors and anger and disgust among part-time lecturers, some of whom also complained about the negative tone of the part-time contract. There were also found to be high levels of dissatisfaction with formal communication regarding contracts of employment:

“The main problem over the years was the very late offer of a teaching contract; about 3 weeks before the semester started. In addition, quite different modules from previous years were offered. I hardly ever had the opportunity to develop and improve a taught module because I had to teach a different one the next year. For that reason, I declined the offer of a new contract this year. My teaching contracts were entirely dependent on the availability of the full-time teaching staff, so there was no predictability or continuity.” (Part-time Lecturer, Art, Design and Humanities).

This was not by any means the worst example of tardy receipt of a contract, or offer of contract. Indeed, many Part-time staff would have been delighted to receive a contract **before** starting teaching, something which appeared to have happened rarely, and said that it would be a considerable improvement if a contract were to be, for example

“... available on time, not 2 months after the start” (Part-time Lecturer, Engineering).

Course directors talked of their frustration and embarrassment at the regular failure of the University to pay part-time lecturers on time, or indeed, at all. At least a third of course directors complained that the main problem was payment or waiting, both for contracts to be raised and for payment, and many of these also noted that this left part-time staff feeling devalued, that low status and poor pay reduced commitment and that this had led to some part-timers refusing to teach for the University again. (Course Directors across all Faculties). Part-time lecturers frequently reported repeated problems in these areas:

“I have been lecturing now for 6 weeks and have yet to receive a contract – this means the earliest I will receive any payment will be week 12. I realise that I am not the only part-time lecturer in this situation and that it happens

most years. (Part-time Lecturer, Business and Management).

“I have yet to get an employment contract before I start teaching and so I am not clear about what and when I will be paid.” (Part-time Lecturer, Social and Health Sciences and Education).

“Issues of pay, contract, transport should be agreed precisely before the start of the module. The University should take the initiative in these matters. For me, I have had to push the University and get satisfaction only through persistence. In 2000/01 I got my contract on the last day of teaching and wasn't paid until 2001.” (Part-time Lecturer, Social and Health Sciences).

“In all the 10 years I taught, HR never got me a contract in time and I had to fight to get paid by Christmas each year. Also the tone of the contract for p/t teachers is very negative, even to the point of being insulting.” (Part-time Lecturer, Social and Health Sciences).

Course directors also mentioned the difficulties encountered in securing funds to employ part-time lecturers, with the budget for employing part-time lecturers having been cut while the student population had continued to grow both in size and diversity.

The University's slow and over-bureaucratic appointment and payment systems was compared unfavourably to those of another local University where part-time lecturers, once approved by an academic board, simply signed a contract, filled in a form and got paid. Often the uncertainty of money being available to employ part-timers until very late in the day led to difficulties in recruiting suitable people, with both the limited funds and overly bureaucratic systems believed to have resulted in many of the pool of part-timers preferring to work elsewhere.

However, it would appear that difficulties with payment for part-time lecturers was not uncommon; the NATFHE/HESDA researchers, for example, also found that the

“... lack of systematic payment systems was a common complaint” (NATFHE, 2001 p 52).

Some part-time lecturers and a couple of course directors commented on the low hourly rates of pay, although was apparent that rates of pay were less of an issue for part-time lecturers than either the nature and timing of contracts or the administrative arrangements for payment and claims. However, hourly rates had not been consistently applied, with those part-time lecturers paid by the day or half day (notably in Art and Design) having been disadvantaged. In addition, a number of long-serving part-time lecturers made the point that neither the hourly rate, nor the mileage rate, had increased for several years, in spite of regular increases in full-time Lecturer's pay. As with the NATFHE/HESDA survey, it tended to be the older part-timers who made this point:

“Some lecturers who had been teaching for a number of years also complained that they had had no pay rise in that time” (NATFHE, 2001 p 52)

Arrangements for the appointment of part-time lecturers were found to be largely of an ad hoc nature; many part-timers said that they had been approached and asked to teach, without any formal procedures being followed. Vacancies appeared rarely to have been openly advertised, but were more frequently filled by ‘word of mouth’, totally against the spirit of equality legislation and policy. That this level of informality around the appointment of part-time lecturers was common practice in the University was further supported by there having been a considerable number of them who did not appear on the staff database (during the identification of the population for this study) but who had been included Faculties and Schools among those who had taught part-time during the period covered by the

survey. That it was also common practice in many other Universities was implied by the difficulties reported in many of the recent studies on the employment of part-time lecturers in Higher Education in the UK (Husbands, 1998; Chintis and Williams, 1999; Husbands and Davies, 2000; Blackwell et al, 2001; Pearson, 2002).

Guidance produced by the Joint Negotiating Committee for Higher Education Staff, one major aim of which was

“ ... to identify and assist the development of good practice in the use and management of fixed-term and casual employment.” (JNCHES, 2002, p 2)

made it clear that the impact of the recent regulations would be to reduce the number of fixed-term and casual contracts, and outlined the legal principles which institutions would need to apply when reviewing and revising their current employment arrangements. However, the guidelines also made the important point that

“ ... flexible working arrangements provide benefits for both the institution and the staff, particularly those with domestic responsibilities. These arrangements should be continued to be used as appropriate within the requirements of the legislation.” (JNCHES, 2002, p5).

SUMMARY

Part-time lecturers, largely hourly paid, were found to be teaching in all Faculties of the University, sometimes teaching the equivalent of at least 5 x 20-credit point modules. Although many did contribute to aspects of the lecturer role beyond their actual contact hours with students, this contribution was often made on what amounted to a voluntary basis, and therefore largely invisible in resource management terms. While the full-timers often expressed appreciation of their part-time colleagues' teaching,

and the richness this could add to the curriculum, they frequently found that the narrow focus of the part-time lecturers' contracts added to their own workloads, especially in the areas of administration and student support. Part-time lecturers and course directors alike experienced frustration with the uncertainty and the lack of continuity, for both staff and students, created by last-minute, short-term decisions being made about teaching allocation.

Much of what had been reported on the employment of part-time, hourly-paid lecturers by previous researchers, both in the UK and beyond, rang true in the light of the findings of the current research, with the Open University (Tait, 2002) providing the only clear example of a consistently strategic approach to the employment of part-time (associate) lecturers. Recent employment legislation would, however, require institutions to review their approaches to the employing part-time and fixed-term staff, and this would be likely to drive forward changes to contracts and terms and conditions of employment for these staff.

The discussion of the findings of this research continues in the next chapter, where the issues of supporting and developing part-time lecturers in Higher Education are considered.

CHAPTER 5: Findings and discussion (2):

The support and development of part-time lecturers

INTRODUCTION

Together with effective communication and adequate resources, induction and appropriate professional development for part-time teaching staff were frequently referred to in the literature as being essential for the improvement and sustaining of motivation and organisational commitment, as well as for assuring the quality of teaching provision. (Lankard, 1993; McKenzie, 1993,1994; Forster, 1997; Jaques, 1998. Nichol, 2000; Pennington, 2001; d'Andrea, 2001).

This chapter explores issues of communication with and the integration of part-time lecturers, with consideration being given both to matters directly related to teaching and to more general issues of support. Part-time lecturers' perceived levels of access to resources are investigated next and are followed by a discussion of rates of participation by part-timers in induction programmes and other staff development. Some indicators of the perceived quality of the contribution of part-time lecturers to the student experience form the last theme of this Chapter.

COMMUNICATION AND INTEGRATION

“Ineffectiveness, if any, of part-time teachers may result from poor communication... most part-timers were concerned that they knew little of what was happening in the University.” (Jaques, 1998, p 3).

“... it is never hard work itself that defeats people on the job. What really defeats people is work without meaning, without personal growth, without teamwork, without kindness” (Martin, 2003, p 46).

Frustration with general administrative systems and communication, as well as specific difficulties relating to contracts and payment, were frequently referred to by part-time lecturers, with about a quarter raising concerns. Some of these were extremely critical of administrative systems and the effectiveness and timeliness of communication of essential information. Part-time lecturers were asked about a range of general aspects of communication and the related issues of integration and feelings of inclusion. In addition, they were questioned about the adequacy of receipt of key information specifically associated with a teaching role. Indicators of satisfaction with general communication, and the related issues of integration and feelings of inclusion, were drawn together into a overall profile alongside perceptions of the adequacy of receipt of key information specifically associated with a teaching role. The resulting profile suggested that, while only slightly more than half the part-time lecturers felt integrated into the University or were satisfied with general aspects of communication, three-quarters were satisfied overall with the adequacy of the teaching-specific information they had received. (Table 5.1)

Table 5.1: Communication with and integration of part-time lecturers

| | Satisfied or very satisfied | Dissatisfied or very dissatisfied | Unsure |
|---|--------------------------------|--------------------------------------|--------|
| General communication and integration | 54% | 34% | 12% |
| Communication of teaching- related information | 75% | 7% | 18% |

n=118

General aspects of communication

Some of the criticism was of the planning and allocation of teaching, related to the contract-specific issues discussed earlier and seen as fundamental, typified by these part-time lecturers' comments:

“Just to be told a course is starting/ending, date of 1st lecture, the fact that you are required on specified dates, and also to be told of the School's decision not to run the course in the current year would be a 500% improvement in the treatment I received from the University” (Part-time Lecturer, Business and Management)

“I would like to be informed of the numbers of students (ie to get a list of students) and the time and place of teaching. I always have to phone people to find out about these.”
(Part-time Lecturer, Business and Management).

Part-time lecturers, as well as course directors, had, as discussed in the last chapter, experienced problems related to the infrequent presence on campus of the former, pointing out, for example, that it was often difficult in the limited time spent on campus to find the people they needed to talk to, or to book equipment:

“The main difficulty is that being part-time means that you may be in the campus buildings only once or twice a week and sometimes when you are there at that one time it is not possible to see the people you want to see or to book equipment, for example” (Part-time Lecturer, Engineering).

Even those who were reasonably satisfied with communication systems sometimes found it difficult to contact individual colleagues within their Schools or course teams, saying that they were

“... broadly happy with the present set-up, but can occasionally have difficulty contacting individuals within the School” (Part-time Lecturer, Business and Management).

Many agreed that there was a relationship between effective communication and feelings of inclusion:

“More efficient and earlier communication would reduce the sense of isolation and unimportance I feel. Some of what I am sent is out of date when I get it, which gives the suggestion that I am not important/valuable.” (Part-time Lecturer, Social and Health Sciences).

The relationship between effective communication and perceptions of integration into the University was mentioned by several part-time lecturers and by some of the course directors, suggesting that timely and efficient communication (for example of information relating to deadlines) would reduce the part-timers’ sense of isolation and unimportance. One or two requested better liaison between the full-time and part-time staff when setting deadlines, and there was a suggestion that

“... a bit less ‘I thought you knew’ attitude with regard to dissemination of information from Faculty level down would not go amiss.”(Part-time Lecturer Social and Health Sciences).

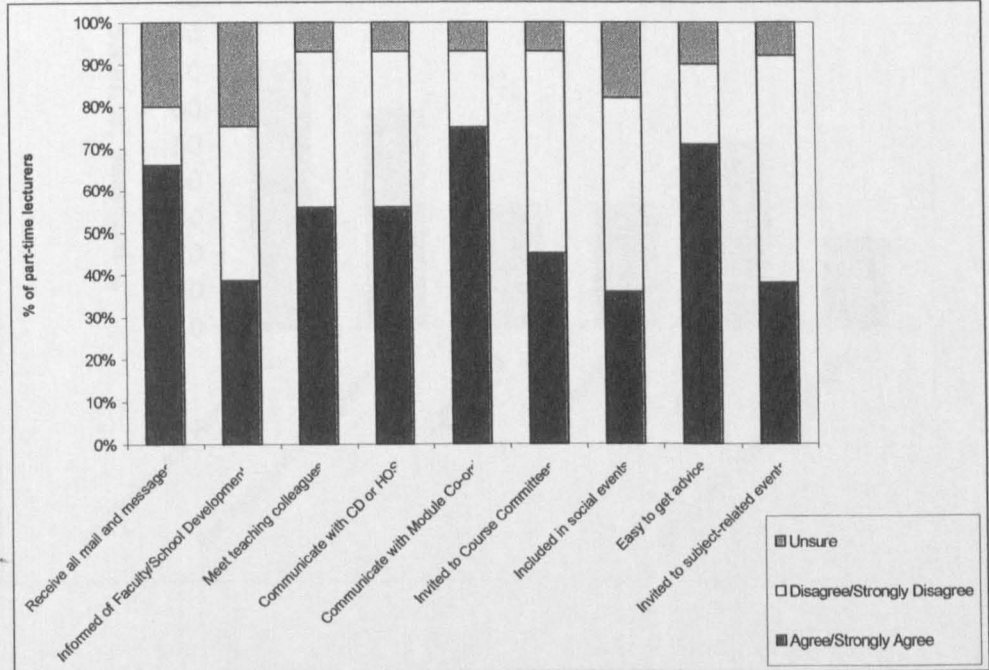
In the NATFHE/HESDA project, too, part-time lecturers clearly believed themselves to be relatively low down their colleagues’ list of priorities, but also shared

“...an understanding that there were no incentives for full-time staff to take a more proactive, supportive role in relation to part-timers. Although [they] were sympathetic to the workload experienced by full-timers, they also knew

that they and their needs were way down the pecking order. (NATFHE, 2001, p 52).

When aspects of communication and integration were examined in further detail, both positive features and some areas of concern emerged. (Figure 5.1).

Figure 5.1: Aspects of communication and integration



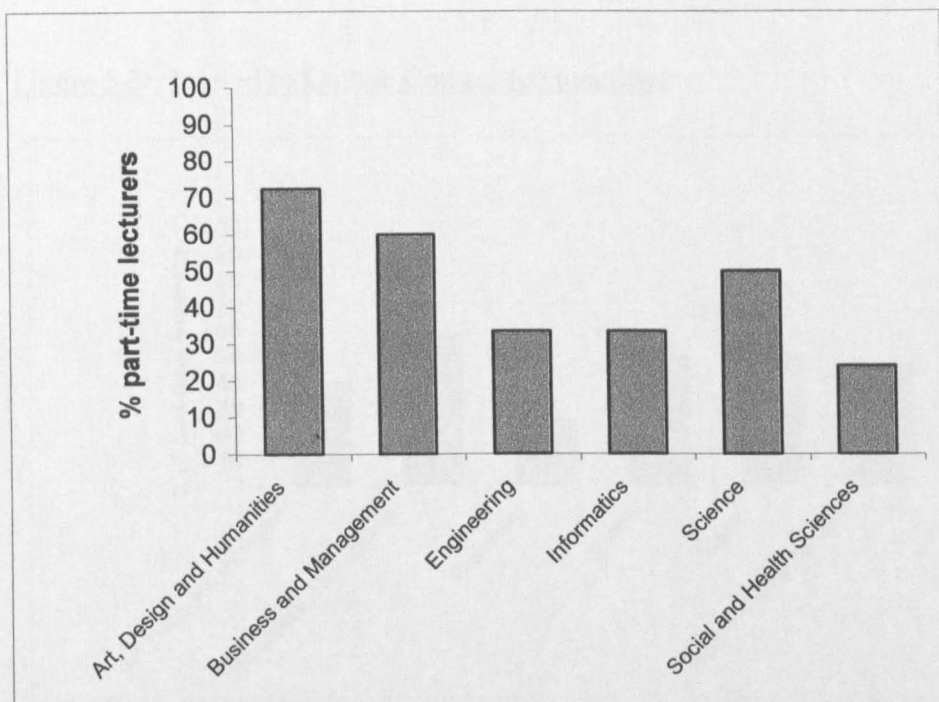
n=118

Just over two-thirds of part-time lecturers said that they had received, or believed that had received all mail and messages delivered for them to the University. (Figure 5.1). However, just under 40% of part-time lecturers did not believe themselves to be well-informed about Faculty or School developments, with those working in Art, Design and Humanities and in Business and Management more likely to feel excluded in this way. (Figure 5.2).

Three-quarters of the part-time lecturers reported having regular meetings with the Module Co-ordinator and in the Faculty of Science this rose to 100%:

“I have had a lot of support and advice from the module co-ordinator. Has always answered and helped me with all my questions.” (Part-time Lecturer, Science)

Figure 5.2: Percentage of part-time lecturers in each Faculty who did **not feel well-informed about Faculty/School developments**

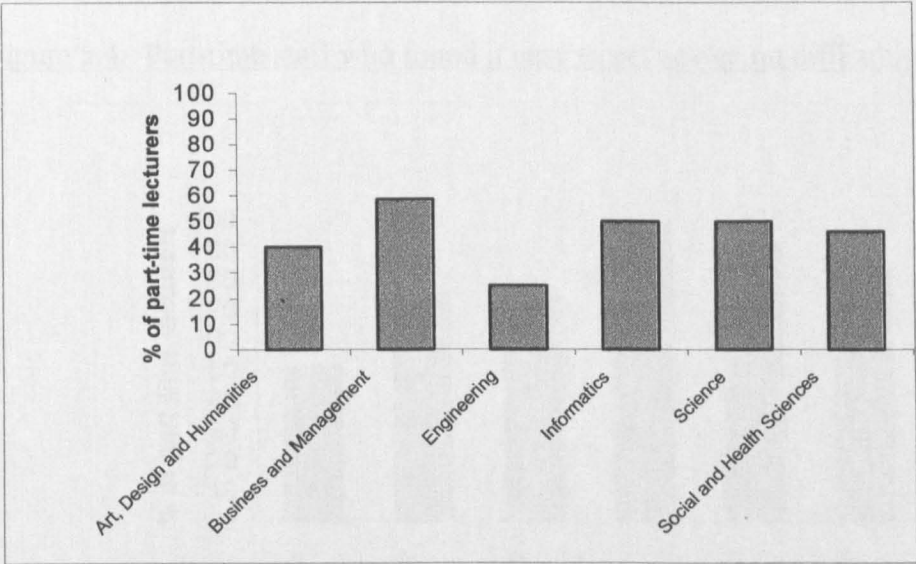


Despite the fact that many part-timers met frequently with module co-ordinators, only around half the part-time lecturers said that they regularly communicated with the course director, the Head of School or any of the other staff teaching on the same course, with a higher proportion doing so in Business and Management (73%). One respondent summed up particularly clearly the limited institutional integration of part-time lecturers even when communication is good at module level:

“I have close contact with the course staff for the modules which I teach, although I don’t feel as though I am regarded as University staff. I’m unsure how this sense of being “outside” the corporate identity could be addressed.” (Part-time Lecturer, Social and Health Sciences).

Fewer than half of the course directors had invited part-time lecturers to Course Committee meetings, with an average of 40% actually having attended. In Engineering, however, only 25% of part-time lecturers had attended course committees, though this might be explained by the number of part-time lecturers in Engineering who taught on short professional development programmes, rather than full University courses. (Figure 5.3).

Figure 5.3: Invited to Course Committee meetings



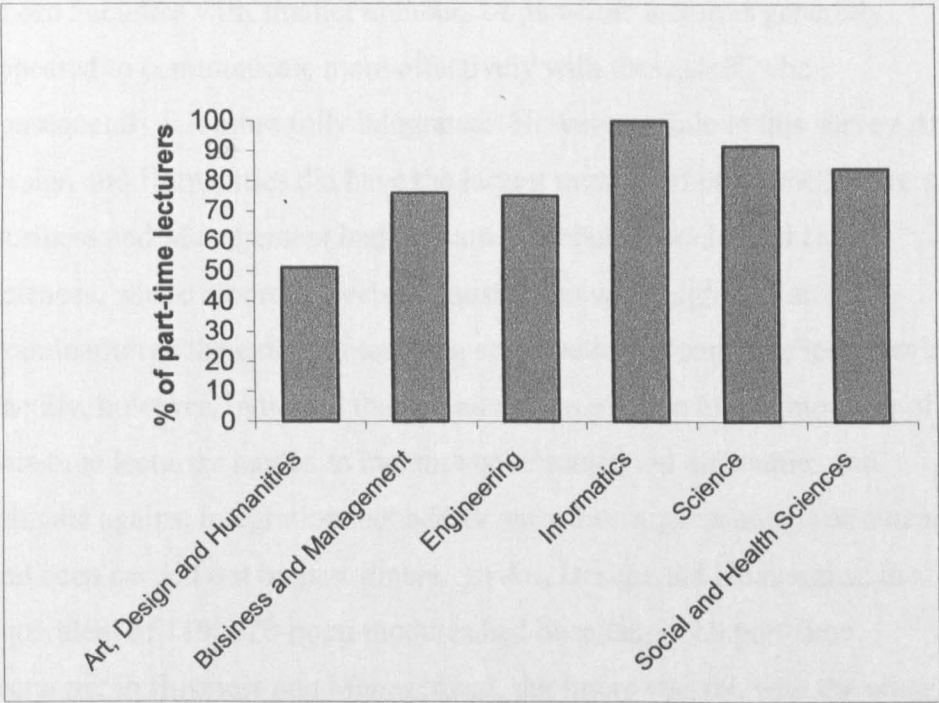
A reasonably high 71% overall said that they found it easy to get advice on any difficulties, with a faculty breakdown showing that this was somewhat lower than average in Art, Design and Humanities (51%). (Figure 5.4).

A sizeable minority of part-time lecturers did feel very thoroughly integrated into their Schools and Faculties and reported having been included in all communication and activities. Just over a third of part-timers surveyed had been included in research seminars or other subject-related events, though this was closer to three-quarters in the Faculty of Science, due probably to the strong research culture in that Faculty. There was no significant variation by Faculty in the degree of social inclusiveness perceived by part-time lecturers, with about 1/3 of them being invited to social gatherings or events:

“I am very much part of the faculty and I’m never excluded from events, academic or otherwise.” (Part-time Lecturer, Art, Design and Humanities)

“I am fully supported in my area of work, fully integrated with my full-time colleagues. This may not be the case in other Schools.” (Part-time Lecturer, Business and Management)

Figure 5.4: Part-time staff who found it easy to get advice on difficulties



This left a considerable number of part-time lecturers, however, who clearly did not feel part of the Course Team, School or Faculty and who were not included in the ‘communications loop’, particularly beyond the immediate bounds of the actual teaching of the Module(s). Furthermore, a number of part-time lecturers in the University held the view that full-time staff made major assumptions about what they (the part-time lecturers) knew and did not know, and were critical of the lack of communication regarding allocation of teaching, student numbers and names, start dates, rooms and module information:

“I would love it if I were treated as staff rather than a spare-part” (Part-time Lecturer, Art, Design and Humanities).

Although issues relating to poor communication and lack of integration emerged across all Faculties, these were particularly prevalent in the Faculty of Art, Design and Humanities, with Business and Management also expressing above average levels of dissatisfaction in these areas (Figure 5.2, Figure 5.3, Figure 5.4)

Those Faculties with smaller numbers of part-time lecturers generally appeared to communicate more effectively with these staff, who consequently felt more fully integrated. However, while in this survey Art, Design and Humanities did have the largest number of part-time lecturers, Business and Management had the same number as Social and Health Sciences, where reported levels of satisfaction were higher. Further examination of the extent of teaching contribution of part-time lecturers by Faculty, however, indicated that it was not simply that higher numbers of part-time lecturers tended to increase communication difficulties and mitigate against integration, but additionally that larger amounts of *teaching* had been carried out by part-timers. In Art, Design and Humanities, the equivalent of 119 x 20-point modules had been taught by part-time lecturers; in Business and Management, the figure was 69, with the other four Faculties ranging from 10 modules to 55 modules, (Table 4.3).

It should not be assumed, however, that all part-time lecturers disliked working in isolation; while it was not mentioned specifically by any of the respondents in this study, there were some in the NATFHE/HESDA project who

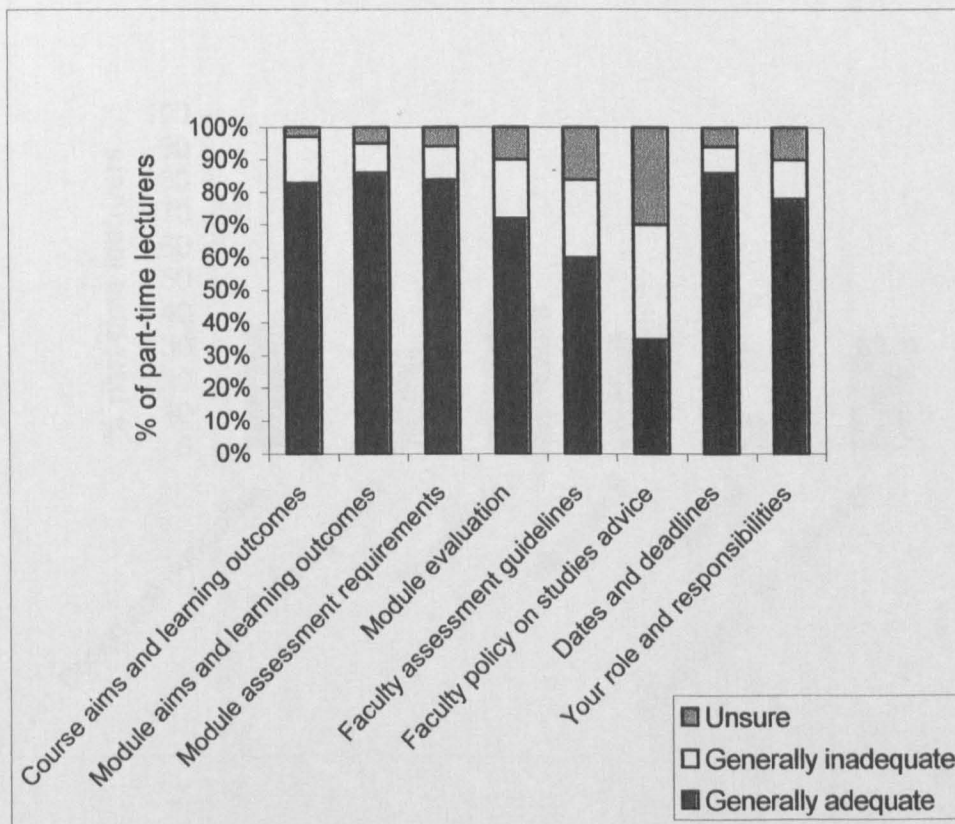
“... strongly believed in the freedom of the individual teacher to teach creatively and idiosyncratically, and who valued the isolation of part-time teaching in that ‘no-one interfered’ ...” (NATFHE, 2002, p 38).

Communication of teaching-specific information

Apart from the general issues of communication and integration discussed above, part-time lecturers were also asked whether they had received *adequate information* about a range of more specifically teaching-related aspects. Their responses are presented in Figure 5.5.

While there had clearly been communication difficulties for many staff, some of whom found this severely de-motivating, part-time lecturers generally reported high levels of satisfaction with communication when it came to the specific information required to teach their Modules effectively. However, a small number of those teaching part-time in the University said that they had not received sufficient information relating to module learning outcomes and assessment, which was clearly of fundamental importance to the students and raised questions about quality assurance procedures.

Figure 5.5: Adequacy of teaching-related information received



n=118

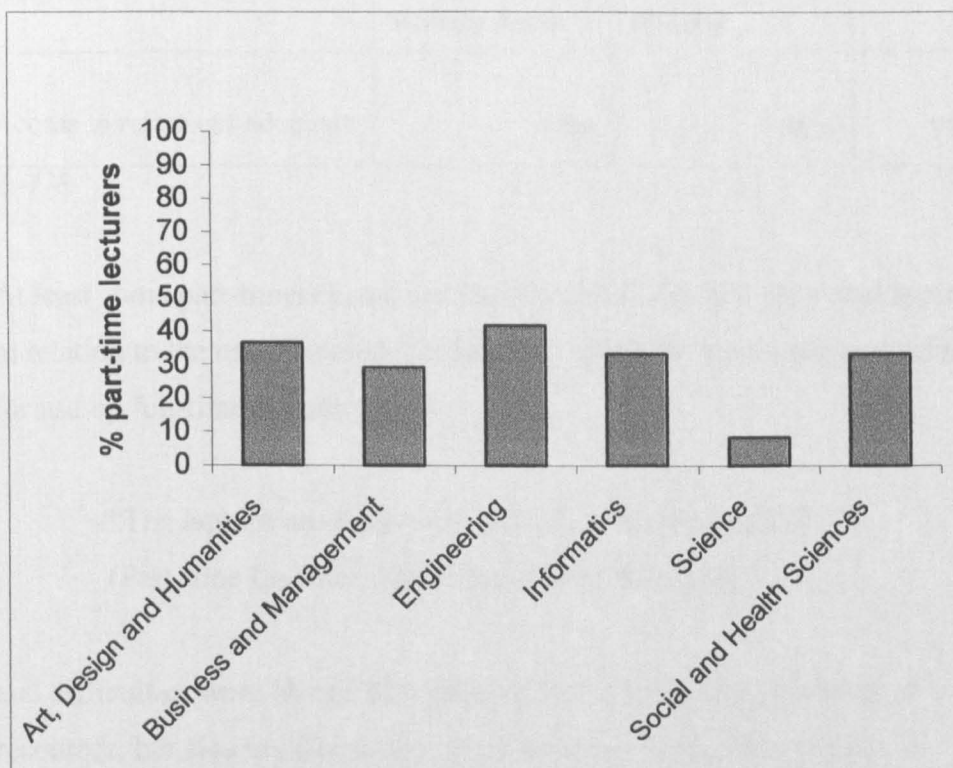
A commonly held opinion among course directors was that

“Part-time staff tend to be relatively difficult for students to contact (no paid consultation hours, no dedicated office space), even though they can be the face of the subject for some students, particularly in the first year.” (Course Director, Art, Design and Humanities)

In addition, there appeared to have been very little information received regarding studies advice, with only just over a third believing this to have been adequate, and fewer than 10% in the Faculty of Science. (Figure 5.6).

This added weight to the concerns expressed by many course directors, and referred to in Chapter 4, that students who were taught largely by part-time lecturers might be generally less well supported.

Figure 5.6: Adequate information received on Faculty Studies Advice Policy



Whether or not part-time lecturers were acting as Advisers of Studies, (and most did not), it would seem appropriate that, at the very least, they should have known what support was available for students and how this could be accessed. If their lecturers were not themselves aware of what was

available, then students were less likely to receive adequate support and guidance. (Jaques, 1998; Pennington, 2001).

PROVISION OF RESOURCES FOR PART-TIME LECTURERS

“... she sets out into the rain, dragging two heavy duffel bags full of still life subjects and lighting equipment for her water-color class ... she has no office and no place to store her equipment...” (Hickman, 1998, p14)

Just over half the respondents expressed overall satisfaction with resource provision, though nearly 40% believed access to resources to have been inadequate; just under 10% were unsure. (Table 5.2).

Table 5.2: Part-time lecturers’ views on the adequacy of access to resources

| | Agree/ Strongly Agree | Disagree/Strongly Disagree | Unsure |
|------------------------------|--------------------------|-------------------------------|--------|
| Access to resources adequate | 53% | 38% | 9% |

n=118

At least some part-timers perceived that they had been discriminated against in relation to the use of available resources, which were sometimes available for use by full-time lecturers only:

“The laptops are reserved for full-time lecturers only!”
(Part-time Lecturer, Social and Health Sciences)

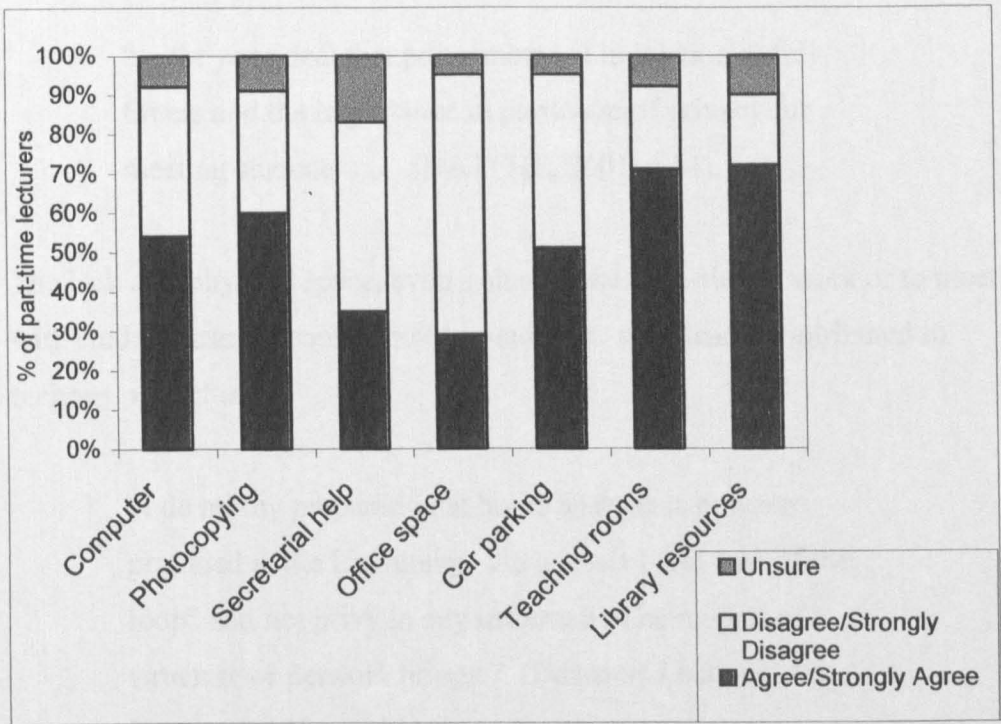
and difficulties were identified in relation not only to the availability of resources, but also to information about what resources were available:

“...a clear picture of the resources at my disposal would help me considerably.” (Part-time Lecturer, Social and Health Sciences).

Further investigation would be needed in order to determine whether the main problem was an actual lack of resources, or a lack of access to information about them.

When these responses were considered in more detail it emerged that teaching rooms and library resources were deemed to be adequate by about 70% of part-time lecturers, with little variation across Faculties or Campus locations. (Figure 5.7).

Figure 5.7: Perceived adequacy of resources



n=118

There were high levels of dissatisfaction, however, with the universal lack of office space, clerical support, computers or photocopying facilities, with many part-time lecturers expressing their increased feelings of frustration, of isolation, and even of discrimination, and pleading for

“Use of office accommodation and better photocopying facilities. Part-time lecturers are treated as lowest form of staff, no consideration is given to our needs in terms of support and facilities.” (Part-time Lecturer, Business and Management).

Secretarial support was considered to be particularly lacking in the Faculties of Engineering and Social and Health Sciences also reported less than average access to such support.

The lack of office space related not only to needs for personal working space, but also a place to meet students. The levels of satisfaction with access to these facilities and resources reported in the NATFHE/HESDA project were somewhat higher than in this study, although there too, many respondents commented unfavourably on

“...the poor deal that part-timers get in relation to full-timers and the importance in particular of privacy for meeting students ...” (NATFHE, 2001, p 51).

The lack of a physical space, even a shared one, in which to work or to meet with students caused considerable resentment, and clearly contributed to feelings of exclusion:

“I do all my preparation at home as there is nowhere provided at the University. As a result I feel “out of the loop” and not privy to any information being part of a structure or network brings.” (Part-time Lecturer, Art, Design and Humanities)

“... would help to have identified accommodation, instead of having to beg space to get ready for classes.” (Part-time Lecturer, Engineering).

“Provision of office and computer space” (Part-time Lecturer, Art, Design and Humanities)

This lack of a designated working area caused general dissatisfaction among part-time lecturers across all Faculties.

Just under a third of the part-time lecturers expressed the view that their access to photocopying facilities was not adequate, some finding this to be a major area of frustration. Informatics was the only Faculty where respondents were 100% satisfied with their access to photocopying facilities, otherwise there were no significant variations between Faculties.

Many complained bitterly that:

“... getting photocopying done in the School office was such a lottery, it was just easier to do it (illegally) in my normal place of employment.” (Part-time Lecturer, Business and Management)

“Photocopying can be a real problem. I am often asked to take on classes at short notice and therefore do not have course material ready in sufficient time to leave it in the print room. I do all of my copying myself – if it’s an evening class, the school office is closed and I have no copy card. There seems to be no consideration of the needs of those teaching in the evening.” (Part-time Lecturer, Engineering).

Even where access was provided, there were issues of timeliness, for example, the

“... long delay in receiving a photocopying card (staff) caused problems.” (Part-time Lecturer, Art, Design and Humanities).

Those who had difficulties with photocopying frequently also perceived a lack of access by part-time lecturers to adequate computer facilities, which was consistent across all Campuses, and in all Faculties except Informatics. (Figure 5.8).

A number of respondents asked for:

“Better resources ... working with an old Mac computer which could not download PC files from other parts of the University/photocopying restrictions/office space ...”
(Part-time Lecturer, Art, Design and Humanities)

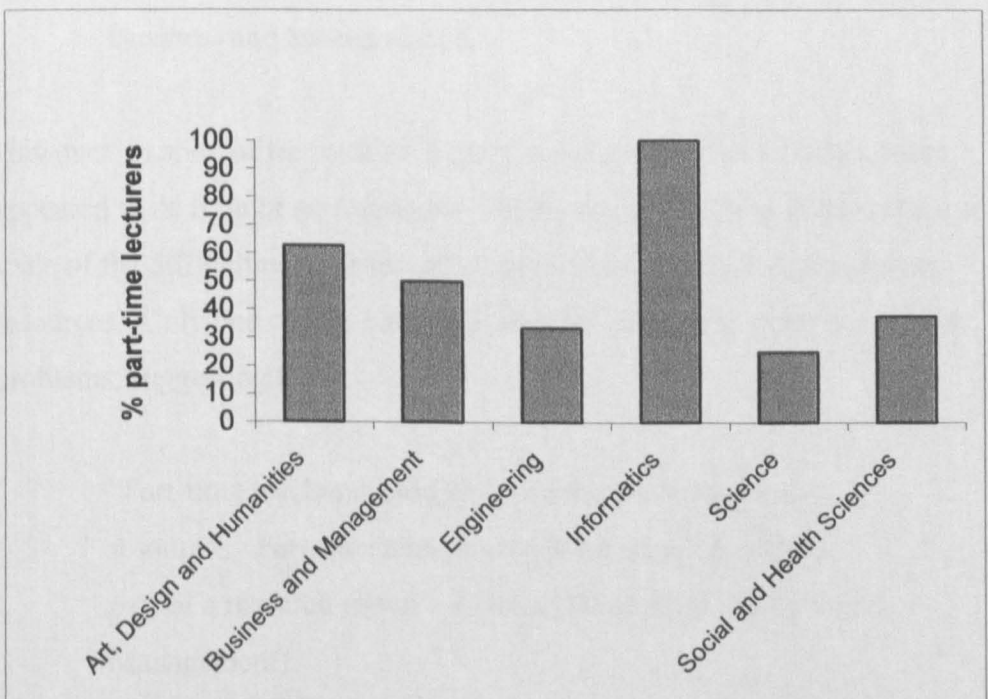
or for:

“Better access to computer and photocopying facilities.” (Part-time Lecturer, Business and Management)

or for direct access to:

“Computer and photocopying ... on site at the time I teach. At present I am forced to do all such tasks at home or give the work to someone else for me.” (Part-time Lecturer, Faculty of Arts).

Figure 5.8: Adequate access to a computer



Although levels of satisfaction with libraries and learning resources were generally high, some difficulties were encountered in obtaining access to library facilities, especially for those who were only on campus in the evenings, who reported, for example:

“Difficulties also with regard to staff library card and therefore the ability to access resources. Part-time teachers who also work full-time need these kinds of admin issues to be sorted out quickly in order to be effective from the beginning (eg I couldn’t get to the library between 9.00am and 5.00pm to see the appropriate librarian and never got a borrowing card sorted out!).”
(Part-time Lecturer, Art, Design and Humanities)

It was also suggested that the expectation of most part-time lecturers, especially those who also worked in other HE institutions, was that a:

“... library card should be given. Photocopying card should be given. E-mail addresses should be provided – I always use my personal one or the address of [the other University] where I also work.” (Part-time Lecturer, Business and Management).

However, in spite of frequent such references by part-time lecturers, there appeared to be little or no awareness among course directors of the nature or scale of the difficulties experienced by part-timers in accessing necessary resources. Only one course director (out of 87) made any reference to such problems, suggesting that

“Part-time teachers could have remote access to library resources. Part-time teachers could be encouraged to be part of a research group” (Course Director, Business and Management).

He/she did not, however, give any indication as to whose responsibility it might or should be to ensure that part-timers were included in the ways he/she suggested. A further indication that part-time lecturers' needs for support to carry out their roles effectively were rarely considered by course directors or even module co-ordinators except in relation to the mechanics of teaching a module.

Some parallels could be seen here between the findings about resources and those relating to communication and integration: where either resources or information were very specifically related to the teaching of the module, levels of satisfaction among part-time lecturers were relatively high; when it came to more general aspects of communication, administration, inclusion and integration, the part-timers were a great deal less satisfied. While their instrumental job-related needs were, on the whole, being met, part-time lecturers seemed frequently to carrying out their hourly-paid teaching in relative isolation from the broader contexts of the course, the School the Faculty and the University. This lack of contextual knowledge and understanding in a (part-time) lecturer could well have left students feeling less than well supported, even if the content being delivered was accurate, appropriate and current.

Effective communication, inclusiveness and adequate resourcing were all found to contribute positively to the effective management of part-time lecturers. Equally important, however, was their participation in and experience of staff induction and professional development. (Lankard, 1993; McKenzie, 1993, 1994; Forster and Thompson, 1997; Jaques, 1998; Nichol, 2000; Pennington, 2001; NATFHE, 2001).

INDUCTION AND STAFF DEVELOPMENT

“The rapid expansion in numbers of part-time teachers in universities and the recent emphasis on quality in university teaching create a context in which academic development for part-timers cannot be overlooked.”
(Jaques, 1998, p 1).

Participation in induction and development programmes

The next part of this Chapter considers the participation by part-time lecturers in formal induction and in centrally and locally (Faculty or School) provided staff development. In this study, participation rates by part-time lecturers in staff induction and development were patchy and tended to be very low. (Table 5.3):

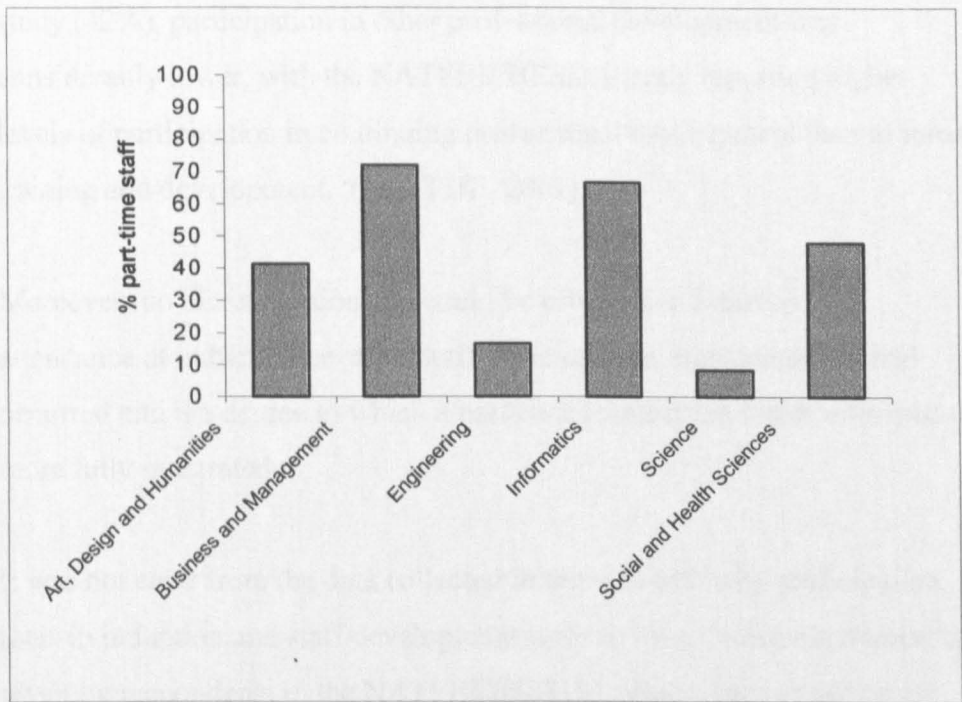
Table 5.3: Participation in development programmes

| | |
|--|-----|
| University Induction | 44% |
| Other centrally provided staff development | 11% |
| School/Faculty staff development | 28% |

n=118

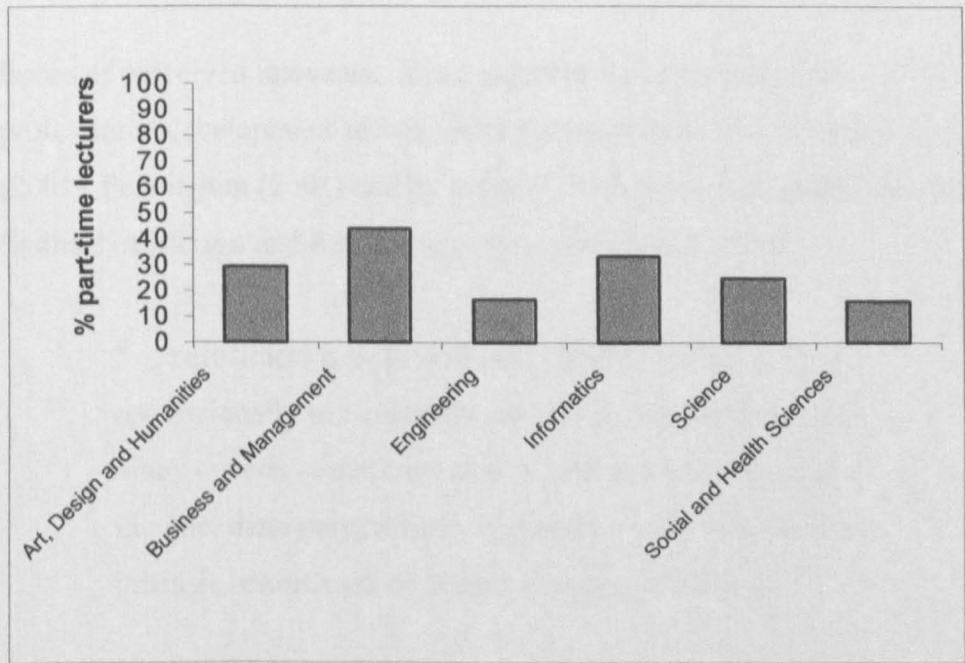
Fewer than half (44%) had attended any form of university induction, with participation rates in Engineering and Science being particularly low; part-time lecturers in Informatics and in Business and Management were considerably more likely than most to have attended an induction session. (Figure 5.9).

Figure 5.9: Attendance at University Induction, by Faculty



Participation in other centrally provided staff development was extremely low, at 11% overall with no significant variations between Faculties. Faculty or School level staff development was more likely to have been attended, with 28% of part-time lecturers indicating some degree of participation, and here again Business and Management reported the highest percentage attendance and Engineering the lowest. (Figure 5.10).

Figure 5.10: Attendance at Faculty/School staff development



While the University's rate of participation by part-time lecturers in induction of 44% was on a par with that reported in the NATFHE/HESDA study (42%), participation in other professional development was considerably lower, with the NATFHE/HESDA study reporting higher levels of participation in continuing professional development than in initial training and development. (NATFHE, 2001).

Moreover, no direct relationship could be established between such attendance at induction or other Staff Development programmes as had occurred and the degree to which a part-time lecturer felt better informed or more fully integrated.

It was not clear from the data collected in this research why participation rates in induction and staff development were so low. However, the reasons given by respondents in the NATFHE/HESDA project for not taking up development opportunities might shed some light on this:

“The three major responses related to time (63%), the fact that they weren't paid to do so (33.7%) and that fact that the provision was not appropriate (32.6%) ... however, those with family commitments were most likely to have problems freeing up time – 94.4%.” (NATFHE, 2001, p 45).

Issues of perceived relevance of and payment for participation in professional development activity were also highlighted by d'Andrea (2001), Pennington (2001) and by Jaques (1998), who commented that the findings of Morton and Rittenberg (1996) would suggest that

“... part-timers may find development activities professionally or personally rewarding, but for those with many outside commitments or a need to earn additional income, there may be little incentive to participate unless intrinsic rewards are on offer.” (Jaques, 1998, p 4).

In the Open University, however, where development activity was not voluntary, but part of the contract, there was an expectation that part-time lecturers would participate, and be paid to do so. Part-time lecturers in the NATFHE/HESDA project who had also taught part-time for the Open University were very positive about the support provided by the Open University which clearly valued training and development in way that most part-timers had not experienced in other universities:

“The system is completely different in the Open University where they provide resource packs and mentoring and it’s not voluntary... And the best thing is that they send you a claim form and you can claim (for attending events). So the OU is very good. Whatever you do you are trained for.” (Lecturer, NATFHE, 2001 p 47).

Even where part-time lecturers in this study had attended induction or other staff development programmes this appeared to have had no statistically significant effect on the degree to which they felt better informed or more fully integrated. It would appear, therefore, that, while post-course evaluation forms had been generally very positive, there had been little lasting impact of this development, which, especially when taken with the low participation rates, indicated a need for more considered identification of the development needs of part-time lecturers and how these might best be met. The interviews carried out in the NATFHE/HESDA project indicated that

“... some of the most valuable forms of support were in the exchange of views, ideas and information with other colleagues, both full and part-time ... however there was also a call for more structured and formalised support which integrated part-timers into overall practice”
(NATFHE, 2001, p 45)

Course directors and their part-time colleagues alike repeatedly articulated a high degree of concern for students and their learning. There was a desire

expressed by many part-timers to share their knowledge and experience and to promote their own discipline to students; in many cases the course directors recognised the value of this professional expertise and its importance for the students and overall they expressed a high level of appreciation of the work of these staff. However, there appeared to be little recognition among the participants in this study of the mutual benefits of sharing professional and academic knowledge through increased interaction between part-time lecturers and their full-time colleagues. Indeed, several of the course directors voiced concerns about the capability of part-time lecturers, in spite of the fact that, as discussed in the next section, there was little evidence to support such concerns coming from formal Quality Assurance procedures.

However, there was evidence (NATFHE 2001; Nichol, 2000) that, in addition to formal development opportunities, there was considerable value placed by part-timers on informal support at departmental level and increased contact with their peers, both full-time and part-time, which related to the findings in this study that most part-time lecturers would have welcomed better communication on general issues and developments in their department and the University. There was also a need for relationships between central and local provision to be better articulated (NATFHE, 2001), and Nichol (2000) gave some examples of how this had been done in the four Scottish institutions on which his research was based. Pennington (2001), too, suggested that

“As a rule many of the specific needs of part-timers are more appropriately addressed within a departmental context.” (Pennington, 2001, p 2).

The need to consider both central and local staff development also came through strongly in the work of Jaques (1998) and McKenzie (1993, 1994), who suggested that, while there were some aspects of induction and development which could be managed centrally, integration and subject-orientation would most usefully take place within a School or Department. McKenzie (1993) found that common needs among part-time teachers in

HE could be grouped into four categories: face-to-face teaching, assessment, knowledge of the institutional context and problems of isolation, and had developed generic workshop resources which could be tailored and delivered at School level by academic staff from the School, who had themselves participated in centrally provided briefings and discussions on delivering such workshops.

Lankard (1993) suggested that ‘on-the-job’ training would afford

“... the benefit of interaction between experienced full-time teachers and their part-time counterparts. Modeling, peer groups and mentoring relationships are some of the ways to help less-experienced instructors improve their teaching.” (Lankard, 1993, p 3).

It appeared, therefore that a combination of effective communication and peer interaction, adequate resourcing and appropriate central and local induction and staff development was highly likely to increase part-time lecturers’ levels of integration, motivation and organisational commitment.

Feedback on teaching – quality matters

Motivation and job satisfaction among part-time teachers had also been reported in the literature as to having been increased by the provision of regular feedback, which had also been recognised as having made an important contribution to improving and maintaining the quality of teaching. Part-time teachers had rarely, however, been found to have received systematic, constructive feedback on their teaching. Often the only feedback they received was whether they were asked back to teach again (Jaques, 1998; Lankard, 1993; Nichol, 2000).

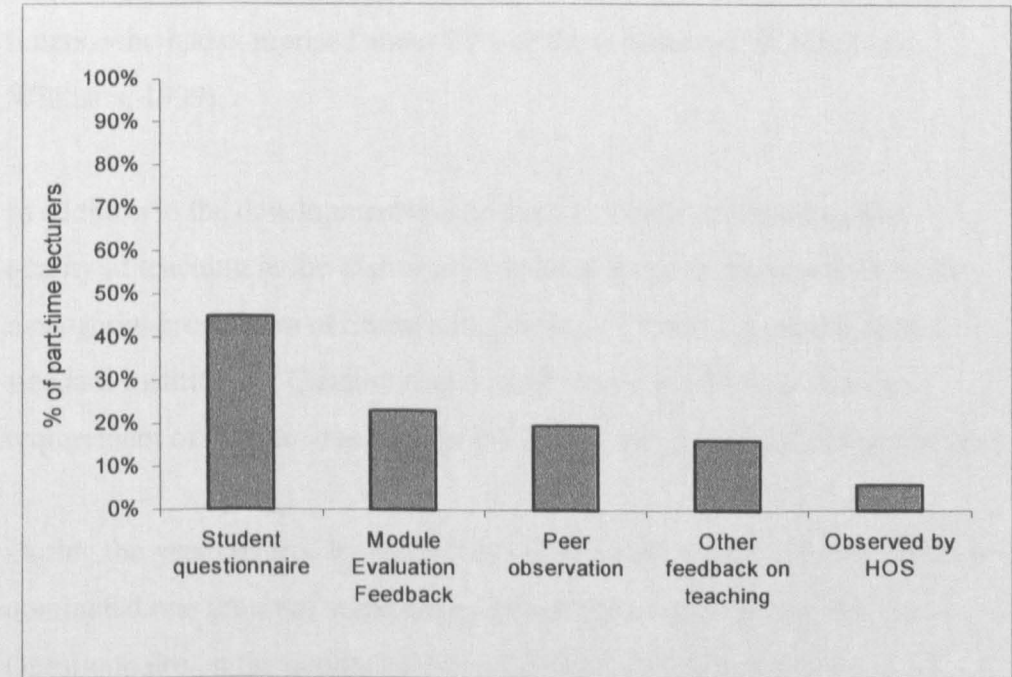
Beyond formal, timetabled programmes and courses, opportunities for teaching-related professional development for academic staff at the University included student evaluations, peer observation and the provision of feedback by a mentor or Head of School. Relatively little feedback had

been received by part-time lecturers in this research, their participation rates in institutional evaluation and enhancement procedures ranging from fewer than half receiving student feedback, through 20% participating in module evaluation, to fewer than 10% having been observed teaching by a Head of School.

As explained earlier, the Head of School, rather than the Course Director, was technically the line manager of part-time lecturers in a School, and held the budget for staff and other resources. However, part-timers often appeared to be almost invisible to their Head of School, their true line manager and, as discussed previously, few had ever communicated directly with their Head of School and only 7 out of 118 part-time lecturers had been observed teaching by a Head of School. (Figure 5.11).

The University’s scheme for Peer Observation of Teaching involved one lecturer observing another’s teaching and providing feedback. It was a requirement that all full-time lecturers participated in the scheme, but the feedback was confidential between the observer and the observed, and was ‘owned’ by the observed. If an individual lecturer choose to do so, s/he

Figure 5.11: Feedback received by part-time lecturers on their teaching



n=118

could use this feedback as evidence for appraisal or promotion, but it was not compulsory to do so.

Heads of School, or their nominees, typically observed every full-time lecturer's teaching during probation, ideally once per year in what was generally a three-year probationary period. Satisfactory teaching was a condition of successful completion of probation, and any lecturer on a permanent full-time contract was also required to complete the University's Postgraduate Certificate in University Teaching (PGCUT) during probation. The PGCUT itself included a number of teaching observations by a range of experienced staff acting as tutors or mentors on the course. It was also University policy that, after completion of probation, full-time lecturers were appraised by their Head of School at least once every two years. The appraisal scheme did not extend to part-time lecturers.

The work of Chintis and Williams (1999) referred to in Chapter 1, in which they studied quality issues raised by the employment of part-time and fixed-term staff in higher education indicated that (from the TQA reports they had analysed), participation by part-time/casual staff in quality assurance arrangements, as with staff development, had been at best patchy. Where external reviewers had observed classes, they had found, on average, that those taught by full-time staff were slightly better than those taught by part-timers, who had comprised about 25% of those observed. (Chintis and Williams, 1999).

In addition to the developmental aspects of feedback on teaching, the quality of teaching in the University was monitored by means of the more managerial procedures of Student Evaluation of Teaching (which used a standard institutional Questionnaire) and Module Evaluation. It was a requirement of all full-time lecturers that they participate in these processes.

During the year covered by the surveys (2000-2001), each full-time lecturer nominated one group of students per semester to complete the Student Questionnaire on the quality of that individual's teaching. This Questionnaire was administered by another member of staff and the data

analysed centrally. The original forms were sent to the Lecturer's Head of School and a summary of results went to the individual member of staff. The Questionnaire was anonymous, the individual lecturer was not permitted to see the original completed forms and the results remained confidential between the Head of School and the lecturer. Around 45% of the respondents in the Part-time Lecturer Survey (representing 53 staff) said that they had received feedback on their teaching by means of the student questionnaire in 2000-2001. (Figure 5.11)

This study did not collect primary data from students on their experiences of being taught by part-time lecturers, but, as a result of a request made by the author at an early stage of this research, the University's Student Questionnaire on the Quality of Teaching (2000-2001) allowed for the first time for some discrimination between data from part-time and full-time lecturers. However, Kemplay and Ennis (2001) in their report on the 2000-2001 Student Questionnaire pointed out that there were several staff for whom information on employment status had not been available, resulting in only 47 staff having been categorised as part-time lecturers in the student questionnaire data for that year; this figure does not tally exactly with the 53 (45%) staff in the part-time lecturer survey in this research who reported having had their teaching evaluated by means of a Student Questionnaire.

This could be because

“... information on staff grouping was not available for several members of staff.” (Kemplay and Ennis, 2001)

or because

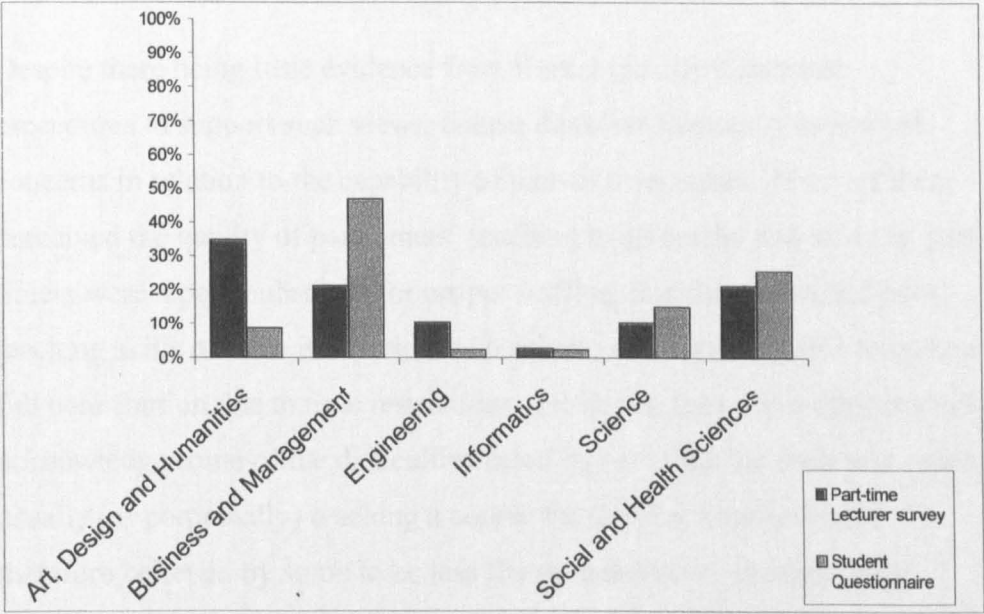
“... figures on staff status were obtained from Heads of School, from all schools except the schools of International Business and Social and Community Sciences. Therefore, any part-time lecturers who may be within these schools are not included in the breakdown.” (Kemplay and Ennis, 2001)

A comparison was made between the Faculty, gender and age groupings of those staff categorised as part-time lecturers in the student feedback report and those in the Part-time Lecturer Survey for this research, in order to draw out the key characteristics of the part-timers who were most and least likely to have received feedback from students on the quality of their teaching.

Those who had received feedback through the Student Questionnaire tended to be in the younger age-groups, with very few of them over 40; no part-time lecturers aged 51 upwards had had their teaching evaluated by students. The sample in the Part-time Lecturer survey included slightly more males than females, with these proportions more or less reversed in the breakdown of the Student Questionnaire sample of part-time lecturers: this suggested that, while there were more males than females teaching part-time, female staff were more likely to have received feedback from students. The difference between the two samples in terms of Faculty location is illustrated in Figure 5.12. Overall, those part-time lecturers who had received feedback through the student questionnaire were most likely to have been female, under 40 and in the Faculty of Business and Management or Social and Health Sciences, and least likely to have been older males in Engineering or staff working in Art, Design and Humanities.

Given the small numbers of part-time lecturers evaluated and their distribution by faculty, age-group and gender, the findings of the Final Report of the Student Questionnaire (Kemplay and Ennis, 2001) on the quality of teaching could not be said to have been fully representative of the part-time lecturer population in this research. It is worth noting, however, that Kemplay and Ennis (2001) found very little difference between the quality of teaching provided by the part-time lecturers in their sample and that of full-timers, although part-timers did score slightly lower on average. These findings, consistent with the findings of Chintis and Williams (1999), provided at least some indications of the student perceptions of the quality

Figure 5.12: Comparison of sample in this research and that in the Student Questionnaire on quality of teaching 2000-01, by Faculty



of teaching provided by some of the part-time lecturers, which could be compared, albeit somewhat crudely, with their perceptions of the overall quality of teaching in the University in 2000-2001, the period covered by this research. Moreover, the relative proportions in the two samples further highlighted the variance between the application of quality assurance procedures to the teaching of part-time and full-time lecturers.

Module Evaluation, like the Student Questionnaire (for full-time lecturers, at least), was a mandatory quality assurance process which was carried out each time a Module was taught. The Module Evaluation process in place in 2000-2001 comprised data from students, from all staff teaching on the Module, and from centrally produced statistics on rates of progression and completion and module marks. Only 23% of part-time lecturers reported having been included in the module evaluation process, despite the requirement of this process for the inclusion of data from all staff teaching on the module. (Figure 5.11).

Where ‘other’ feedback had been received, (in 16% of cases) it had been either as part of a QAA Subject Review, a mock Subject Review or an accreditation visit by a professional body. (Figure 5.11).

Despite there being little evidence from formal Quality Assurance procedures to support such views, course directors frequently expressed concerns in relation to the capability of part-time lecturers. Many of them perceived the quality of part-timers’ teaching to be patchy and said that part-timers were a poor substitute for proper staffing, that they often had poor teaching skills or were inexperienced teachers, nor were they able to make a full contribution due to time restrictions. However, the course directors did acknowledge some of the difficulties faced by part-time lecturers who were usually (or perpetually) teaching a course for the first time and were therefore believed by some to be less fluent in delivery. In some cases, Course Directors had taken positive steps to improve the situation:

“...we have no direct control over the tutors...some are not of sufficient standard, but we try to monitor things by a ‘Practice Diary’ kept by students with comments added by tutors” (Course Director, Art, Design and Humanities).

Others attempted to compensate for the perceived lack of capability of part-time lecturers and their limited training by avoiding their use with first year students, expressing the view that they were

“more useful at advanced stages of the course as part-time staff can overwhelm 1st years with too much information.”
(Course Director, Faculty of Science).

Further data would be needed from students and from module evaluation before any confident comparison could be made between the overall quality of the contribution of part-time lecturers and that of their full-time colleagues. However, it was clear from the data collected for this study that participation levels by part-time lecturers in the range of teaching quality and enhancement processes were very low overall.

As with the low uptake of induction and other staff development, the reasons for low levels of participation in such processes were not discernible from the data collected, however, it should not be assumed that these were related to unwillingness on the part of the part-timers. Evidence from the NTAHFE/HESDA project suggested that many part-timers had experienced immense frustration that no-one at departmental or institutional level appeared to value them sufficiently to seek feedback from or about them, and there was no interest in student feedback as long as it was 'satisfactory'. (NATFHE, 2001).

SUMMARY

Levels of satisfaction with the provision of information and resources directly related to teaching a module were relatively high among the part-time lecturers in this survey. However, part-timers were considerably less satisfied when it came to more general matters of communication, support and other resources, and while a few were clearly very fully integrated into their teaching group, or School, many were working very much in isolation from their full-time academic colleagues. Participation levels of part-time lecturers in induction and other staff development had been low, as had their inclusion in organisational procedures for quality assurance and enhancement. Such feedback as was available from students indicated no significant differences from their perspective between the quality of teaching by part-time and full-time staff, although the part-timers did score slightly lower on most factors. However, many course directors expressed concerns that part-time lecturers might not be adequately qualified or experienced for the increased teaching roles they were undertaking.

The final chapter of this report draws some conclusions from the findings which have been discussed in Chapter 4 and Chapter 5. Recommendations are then made, both for changes in policy and practice in the management of part-time lecturers and for future research and development work. The report ends with some personal reflections on the research process.

CHAPTER 6: Conclusions, recommendations and reflections

INTRODUCTION

This research set out to explore the employment, development and support of part-time lecturers in one UK University, drawing on the views and experiences of these staff themselves and those who were responsible for managing the courses on which they taught. Data were collected by means of two questionnaires, one for part-time lecturers and the other for course directors, which were designed to provide some answers to the research questions generated from the literature available at the time and reviewed in Chapter 1. A range of theoretical perspectives on quantitative and qualitative research approaches and methods were considered in Chapter 2 where a broad approach to the study was decided upon. Chapter 3 described the detail of the research design and gave an account of the research process. In Chapter 4 and Chapter 5, the main findings of the research were presented and discussed in relation to the broader context which had been established in Chapter 1.

In this Chapter, some broad conclusions are drawn from the main findings of the research. More specific conclusions are then detailed and are followed by resulting recommendations for improvements to management practice in this area. Each recommendation is presented with an indication of the management groupings whose agreement and action would be necessary for implementation of that recommendation. Some suggestions are made as to future research and development: some of these are directly related to future evaluation of the impact of any changes resulting from the outcomes of this work; others have been generated as a result of the findings of the current research and represent the development of further areas which fell outside the scope of this study.

The Chapter ends with a brief personal reflection on the process and outcomes of this research.

CONCLUSIONS

The overall picture of the part-time lecturer workforce is of a group of staff who are enthusiastic and knowledgeable about their subject areas and committed to teaching students. However, their enthusiasm is tempered in many cases by the general failure of the university to manage this very important human resource strategically or effectively. There were examples in the responses of poor communication with part-time staff, poor administration, especially in relation to contracts and payment, lack of consideration of the information and resource needs of part-time lecturers, limited training and development opportunities, high levels of uncertainty and a tendency to view part-time lecturers as a 'flexible commodity'. All these factors would appear to mitigate against a loyal, well-motivated workforce and, while there were a few examples of part-time lecturers who were well-integrated and expressed a sense of belonging to the faculty and the organisation, there were many who felt isolated and marginalised: they were rarely included in decision-making processes, received only such information as directly related to the module(s) they were teaching, rarely communicated with students outside the lecture theatre or classroom and, when they did undertake broader roles (which many did), were rarely paid for the additional work.

However, it should not be assumed that they were any less well-motivated than their full-time colleagues: course directors in this research often came across as overworked, de-motivated and highly stressed and frequently mentioned staff shortages and increases in student numbers; in many cases the use of part-time lecturers on their courses, while viewed as essential, further increased their workloads, especially when hourly-paid part-timers did not take on any of the administrative or pastoral aspects of the lecturer role, and were frequently more difficult to contact.

Profile of the part-time lecturer population in the University

There were a large number of part-time lecturers employed in the University and these were spread across all six Faculties of the University and all four

main campuses. Very few of these staff had any formal teaching qualification, though many had several years' experience of teaching in higher education. Most were adequately qualified academically, although in some cases part-time lecturers were teaching on courses at a higher level than their own highest qualification.

Employment and contracts

On the whole, part-time lecturer appointments were made very much on an ad-hoc basis, with offers of work often made (or withdrawn) at a very late stage each year, even where individual part-timers had been teaching for the university for several years. Most of the contracts given (and sometimes there appeared to have been no formal contract) were short-term, hourly-paid, easily terminated and based solely on contact hours, with some time allowance for assessment in some cases. There were no opportunities within such contracts for promotion or career progression. The lack of continuity this afforded, not only to the part-time lecturers, but also to the full-time staff and to the students, was seen as problematic from both employer and employee perspectives and emerged as a major cause of uncertainty and thus of anxiety and stress.

Furthermore, much of the recruitment and selection of part-time lecturers was carried out through informal means, with little attention being paid to matters of fair employment or equality of opportunity. Rates of pay varied from Faculty to Faculty, and even within a Faculty, with those being paid daily or half-daily faring considerably worse than those being paid by the hour. Once appointed, part-time lecturers often waited a considerable period of time for written confirmation of terms and conditions and rates of pay, and even longer for receipt of any payment. These delays were among the most frequent causes for complaint, both by the part-timers and by the course directors. A number of the part-timers compared the University's arrangements for appointment and remuneration unfavourably with other local Universities where they had also worked. There were some clear cases of good part-time staff having been lost (often to other local institutions)

because of lack of certainty about teaching hours and perceived poor treatment by the University.

Apart from professional expertise, the main reasons cited by course directors for the employment of part-timers were to do more with covering gaps in the teaching resource brought about by a combination of increased student numbers and the failure to replace colleagues who had retired or resigned. Viewed in this way, part-time lecturers were perceived by some as no more than a 'necessary evil', forced upon them by financial cutbacks.

Impact on full-time colleagues and students

There was a degree of concern among course directors about the burden of extra administration brought about by the employment of part-time staff with a restricted role, who were also in some cases perceived to be less capable than full-time academics (although such limited evidence as was available from the Student Questionnaire did not support this view).

However, a number of part-time staff reported having undertaken a much wider range of duties than were included in their contracts, mostly for no extra payment. Both the part-time lecturers and the course directors recognised the difficulties caused by the lack of accessibility to part-timers by students and colleagues, and vice versa.

Particular concerns were expressed in relation to studies advice and pastoral support of students, aspects of which are becoming even more important because of the need to support and retain increasing numbers of highly diverse students, through, for example, the development of personal development planning and improved student induction and monitoring. While studies advice was rarely part of their contracts, the majority of the part-time lecturers in this research had not even received adequate information about the advice and support which was available to students, and would not, therefore, have been able to direct them to such help as was available for them. For those students who were largely taught by part-timers, this could have contributed to their academic failure and/or withdrawal.

There seem, therefore, to have been two common scenarios when part-time lecturers were employed: either, they were carrying out a range of roles, for most of which they were being neither recognised nor rewarded; or, they were retaining the limited roles to which they were contracted and therefore creating increased burdens of student support, assessment and administration and co-ordination for full-time colleagues.

Communication, inclusion and integration

The degree to which part-time lecturers were integrated into the University was assessed through their ratings of a number of indicators relating to their support and development: these included communication, provision of resources, induction, attendance at course meetings and examination boards, social inclusion, and opportunities for professional development.

In general, hourly-paid part-time lecturers were satisfied with the provision of information and resources which were directly related to their time spent teaching and carrying out assessment. There were few complaints, for example, about library resources or teaching accommodation and most part-time lecturers believed that they had received adequate information about modules aims and learning outcomes, assessment procedures and dates and deadlines.

However, when it came to more general information and resources, part-time lecturers were considerably less satisfied, and often expressed feelings of isolation, exclusion, and even discrimination. They would have welcomed access to computers, photocopying, somewhere to prepare their teaching and mark work and, in some cases, somewhere private to meet students. Attendance by part-timers at course committee meetings and examination boards was patchy, as was inclusion in social events and other informal meetings. There appeared to have been few opportunities to meet with colleagues and to discuss and receive feedback on their teaching, and participation rates in induction and other staff development were extremely low. Furthermore, there was little inclusion of part-time lecturers in the

range of Quality Assurance and Enhancement processes in which all full-time lecturers routinely participated.

RECOMMENDATIONS FOR IMPROVEMENTS TO PRACTICE AND POLICY

Employment practice relating to part-time lecturers could be improved by Heads of School and Deans taking a more strategic view of human resource planning and looking more creatively, with colleagues from the Human Resources Department (HR) at contract possibilities. This would first require Heads of Schools to recognise the scale and importance of the contribution made by part-timers and to be willing to recognise and reward them appropriately. It would also require Deans and Heads of Schools to accept the rationale for human resource planning. If Deans and Heads of Schools were better informed about the knowledge and expertise of all staff in their Faculties and Schools they would be better placed to plan more strategically for the use of part-time lecturers, including planning for their inclusion in (and payment for) necessary meetings and curriculum and staff development activity.

A more strategic approach to the management of human resources for teaching might involve a regular review of full-time lecturers' areas of research, experience, interest and expertise and a subsequent mapping of these against an analysis of the skills, knowledge and experience required for high quality delivery and assessment of each Module, or sub-module in each Course offered. This should be done as part of the course development and validation process and be reviewed each time there was a change in full-time staffing or proposed changes to teaching provision, for example new or revised courses or modules. Current moves towards 'teaching only' contracts for some full-time academic staff, while others concentrate almost exclusively on research, might lead to a decrease in the ad hoc employment of part-time lecturers where the full-time teaching resource is insufficient, with part-timers continuing to be employed for their professional expertise, and to cover absence. That is to say, a higher proportion of the teaching may be carried out by full-time lecturers than is currently the case.

Having identified the teaching needs and the capabilities of the full-time academic staff, there would then be scope for pro-rata contracts (and rates of pay) to be developed for a core body of part-time staff to provide the teaching and associated duties which could not be adequately resourced from among the full-time lecturers. These could be 12-month, 9-month or term-time only (fixed-term or indefinite) contracts; job share arrangements could also be considered. Where pro-rata contracts were not feasible, or not attractive to people with the necessary expertise, where individuals gave one or two guest lectures on the basis of their specialist knowledge or experience, or where there was unexpected staff absence, then hourly-paid staff could be employed.

Those staff on pro-rata part-time lecturer contracts could take on many of the broader aspects of a full-time lecturer's role, in return for a pro-rated salary and associated benefits. The teaching of a module should not be the sole responsibility of hourly-paid staff, but where some teaching was done by hourly-paid part-timers, a reasonable proportion of the teaching, the co-ordination of the module and the provision of student support and guidance should be carried out by a full-time or a fractional part-time lecturer. This would reduce some of the additional burdens imposed on full-time academic staff by the use of large numbers of hourly paid part-timers, while providing more secure part-time employment, with opportunities for job enrichment and possible promotion for well-qualified academics who preferred not to work full-time. The benefit to the Heads of Schools and Deans would be more accurate information on staffing and related budgets, a fuller understanding of the contributions of individual members of staff to student learning and the ability to take a more strategic approach to the management of staff and workloads.

Part-time fractional posts could and should be administered in the same way as full-time posts and should be fully integrated into the human resource management policies, systems and procedures which apply to full-time posts, including those relating to recruitment and selection. This should include the production of full job descriptions and personnel specifications.

While it might be argued by some that it would not be possible to have a 'fraction' of a contract which has no specified working hours (such as the current full-time academic staff contract), transparent workload management is already a requirement in the University, and Heads of Schools are already applying notional hours to academic contracts in an attempt to ensure equitable workloads. Similar systems could be applied on a fractional basis.

The HR and finance departments should also consider how employment systems and procedures for those part-time staff who remain hourly-paid could be simplified to ensure the more timely production of terms and conditions and efficient and effective methods of payment. There is already a computerised system for staff mileage claims which includes a simple procedure for approval by a pre-determined line manager or managers. A similar system could be developed for the payment of hourly-paid part-time lecturers, which should enable them to claim monthly and have their claims verified by their Head of School. This would also allow Heads of School to monitor more readily their spending against the budget they had allocated for part-time hourly paid staff.

A further recommendation would be that Heads of School, course directors and module co-ordinators give careful consideration to the ways in which they support and develop their part-time lecturers. A minimum standard should be that all part-time lecturers have a named contact among the full-time academic staff and be provided with adequate information, resources and development to carry out their teaching and other contracted duties effectively and efficiently. Recently it has been agreed with the HR department that *all* new staff will be notified in their letter of offer of the name and contact details of a nominated member of existing staff; this should apply equally to part-time staff.

The corporate induction programme for full-time staff, provided by the staff development unit, has recently been revised and will take the form of a 90-minute session, based mainly in a computer laboratory in which staff will be guided around the University website and introduced to the function and

location of key people, policies and procedures and other information required by employees. There will also be an opportunity for questions and for further discussion (and socialising) over refreshments, and staff will be advised of further opportunities for professional development, including those offered by the staff development unit. It is recommended that all part-time lecturers are invited to attend one of these sessions, some of which will be run in the evenings to facilitate their attendance. The Staff Development Unit has also drawn up a checklist for new staff and their Heads of School or Department, indicating minimum standards for local level induction and orientation of new staff; it is recommended that this also be used with part-time lecturers. In addition, the staff development unit is re-developing its website to include a passworded area which will include in-house materials and information and link to a relevant and useful information, including that pertaining to teaching, learning and assessment. In the longer term, the staff area on the staff development website will also be used to facilitate peer interaction and support through discussion lists and e-mail.

As well as their use for staff development, there is potential for increased use of web-based tools to improve interactive communication with and between part-time lecturers, their full-time colleagues and their students. While some part-time lecturers in this study complained of a lack of access to computers, there has been a huge increase in recent years of computing facilities in the University's learning resources centres, where there is also increased space for quiet study. It is recommended that, as part of their induction, all part-time lecturers be provided with University E-mail addresses, library access, access either to School-based or Learning Resource Centre computers and access to web-based resources and communication tools. Apart from increasing general levels of satisfaction among part-time lecturers, this would also open up possibilities for them to communicate with colleagues and students from home, and to access the increasing number of electronic journals and other resources available via the Library website.

Access to web-based systems would also address some of the frustrations referred to by part-time lecturers in relation to photocopying. Given the

current financial constraints, increased access to photocopying is unlikely; on the contrary, all staff are being encouraged to provide student materials via the web, rather than on paper, and departmental photocopying budgets continue to be reduced. Part-time lecturers, like their full-time colleagues, therefore need to be provided with training and development, both technical and pedagogical, to enable them to develop appropriate online support for their students.

The experience of the students being taught should be equally positive, whether their lecturers are full-time or part-time, and equivalent resources to support teaching should be made available, whoever the member of staff might be. That is to say, the “prevention of less favourable treatment” of part-time and fixed-term staff should, in the context of lecturers, be extended to include the “prevention of less favourable treatment” of students who are *taught by* part-time and fixed-term staff. Part-time staff should therefore be included in all quality assurance and enhancement procedures, including those relating to assessment. Most part-time lecturers in the study carried out teaching and some assessment, but many had had little or no training and development for this role and many course directors expressed a lack of confidence in the quality and standards of teaching and assessment carried out by their part-time staff. While it would be inappropriate to impose additional burdens either on the part-time lecturers or their full-time colleagues, there is nonetheless a need to ensure that students are not put at a disadvantage by the employment status of their lecturers. All staff who are teaching students should be appropriately trained and developed for the role and should participate in University quality assurance and enhancement procedures. This is not to argue for the inclusion of part-timers in the raft of monitoring and evaluation procedures which are currently in place, but rather to hope that, in ensuring that such procedures are inclusive of all staff, and in the interests of all staff *and* students, the procedures themselves will have to be creatively refined, simplified and adequately resourced.

The short induction session described above should be made available to all part-time lecturers. In addition, given the very small number who held any

teaching qualification, part-time lecturers should be encouraged to attend the one-day (or two-evening) course, “Survival Learning and Teaching for New Lecturers”, which was introduced for new full-time lecturers in 2002-03 to fill the gap between starting teaching and enrolling on the Postgraduate Certificate in University Teaching (PGCUT). A similar introductory course had already been running for over five years for Postgraduate Tutors and Demonstrators and, as part of a code of practice for the employment of Postgraduates as teaching assistants which had been passed by Senate in December 2002, this had recently become mandatory for this group of part-time teachers. In time, this should also be the case for part-time lecturers, and it is recommended that a complementary code of practice for the employment of part-time lecturers should be developed in conjunction with the University working group on Continuing Professional Development (CPD) for Academic Staff.

In addition, a new course for Part-time Teachers received accreditation in May 2003 by the Staff and Educational Development Association (SEDA) and the Institute for Learning and Teaching in Higher Education (ILTHE). This course was developed as a direct result of an early report based on some of the findings of this research (APPENDIX 14), and as a result of negotiations between the working group CPD and the University’s School of Education, part-time lecturers (and other part-time teachers in the University) who successfully complete this award will receive credit towards the re-designed Postgraduate Certificate in Higher Education Teaching (PGCHET, formally PGCUT).

It is recommended that part-time lecturers, and other part-time teachers in the University, be offered the opportunity to undertake the SEDA/ILTHE-accredited course. There would be no fees for the course, but payment for attendance could not be guaranteed as long as this remained voluntary. (Any code of practice should, however, seriously consider making attendance at the “Survival” course compulsory for new or inexperienced part-time lecturers; this would imply that, as a requirement of the part-timer’s contract, attendance should be funded, as in the case of Open University staff development for Associate Lecturers.)

The prevention of less favourable treatment for part-time lecturers in relation to staff development opportunities implies their being offered equivalent opportunities, on pro-rata basis, to their full-time colleagues. It also implies that, where participation in training and development is required of full-time lecturers, it should also be required of part-timers carrying out equivalent work. This in turn suggests that consideration would have to be given to the nature and timing of staff development in order to avoid discrimination. It is therefore recommended that steps be taken to increase the flexibility of training and development activities for *all* academic staff, including the provision of appropriately supported face-to-face, online and distance learning opportunities. As the staff development website is re-designed and enhanced to include interactive, web-based materials, it should be possible to increase the flexibility of access not only to relevant information but also to development activities.

However, the value of interpersonal interaction should not be ignored, and there are many creative approaches to staff development which would benefit both part-time lecturers and their full-time colleagues, with additional benefits accruing to the students being taught by part-timers and full-timers alike. While several course directors pointed to the benefits to students of being taught by practising professionals, they rarely mentioned the potential for full-time academic staff to learn from their part-time colleagues. Yet the presence of part-time lecturers affords the potential for mutually beneficial relationships through, for example, increased integration (at least of some part-timers) into course teams, opportunities for networking, increased use of the workplace as a learning resource, job shadowing and job exchanges (“Changing Places”). If part-time lecturers were actively recognised as having a valuable contribution to make to the development of full-time academics, then the resulting increase in self esteem and feeling valued would in itself be likely to improve levels of motivation and commitment to the organisation.

This research explored the employment, development and support of part-time lecturers from the perspectives of part-time lecturer and course

director. It did not, however, have within its scope or purpose, the gathering of student feedback on part-time lecturers for comparison with that on full-time lecturers. While some limited information was available from the 2000-2001 Student Questionnaire of the Quality of Teaching and was referred to in the discussion of the research findings, no robust conclusions could be drawn from this. It could be valuable, at what is a time of change both institutionally and at a national level in the methods of gathering and publishing student feedback, to be able to distinguish between full-time lecturers, part-time lecturers and others with a teaching role in the University, in order better to target the deployment of various types of teacher and make more relevant the development and support provided for them. This categorisation of teachers could be built in to whatever methods and instruments are designed and used with future groups of students, thus providing additional information at little or no additional cost.

In summary, then, the main recommendations emerging from this research are:

- 1 that Deans and Heads of School be made aware of the nature and scale of their part-time lecturer workforce and encouraged to take a more strategic approach to their employment, development and support and to the deployment, development and support of the full-time lecturing staff in their Faculties and Schools (Staff Development, Heads of Schools, Human Resources)
- 2 that, where appropriate, hourly-paid part-time lecturers are moved to fractional contracts, allowing them to undertake, and be recognised and paid for, a fuller range of teaching, administrative and support duties (Heads of Schools, Human Resources)
- 3 that opportunities for promotion be built in to fractional lecturer contracts (Human Resources, Finance)

- 4 that systems and procedures for appointing and paying hourly-paid part-time lecturers are made simpler and quicker to operate (Human Resources, Heads of Faculty Administration, Finance)
- 5 that part-time lecturers are appropriately inducted and developed at both corporate and local levels, and that they are afforded equivalent training and teaching resources to those provided for full-time academics (Heads of Schools, Course Directors, Module Co-ordinators, Staff Development, Academic CPD Working Group)
- 6 that channels of communication with, and the sources of resources and support for, part-time lecturers be more clearly articulated (Heads of Schools, Human Resources, Information Services Directorate, Staff Development)
- 7 that access be provided to library and learning resources, including computers, and that part-time lecturers be allocated University e-mail addresses and passwords to resource areas and the necessary training to make use of these (Information Services Directorate, Human Resources, Staff Development)
- 8 that part-time lecturers be included in all relevant quality assurance and enhancement procedures (Heads of School, Course Directors, Module Co-ordinators, Quality Assurance and Enhancement, Staff Development)
- 9 that future feedback from students on the quality of teaching should allow for analysis by staff category (Quality Assurance and Enhancement)

Successful implementation of the recommendations would necessitate commitment from and co-operation between Human Resources, Quality Assurance and Enhancement, Finance, the Information Services Directorate, the Staff Development Unit, Deans, Heads of Schools and Heads of Faculty Administration, and would also require further

consultation and communication with part-time lecturers, Course Directors and possibly also with trades union representatives.

SOME RECOMMENDATIONS FOR FUTURE RESEARCH AND DEVELOPMENT WORK

Evaluation of the impact of recommendations of this research

Once any of the recommended changes had been agreed and implemented, there would be a need for further research to evaluate their impact on practice, as perceived by part-time lecturers themselves, by course directors and by students. The questions asked of part-time lecturers and course directors should be those from the current research which remain relevant in relation to an evaluation of changes to policy and practice; student views should be evaluated year-on-year once new methodologies for obtaining these have been introduced.

Future related research and development

Professional interactivity

Opportunities for mutually beneficial interaction between part-time lecturers and full-time academic staff should be explored. One or two areas could be identified where there was clear potential for professional learning, for example in one of the health science areas, in art and design or in business and management. With the support of relevant Heads of Schools, part-time lecturers who were practising professionals could be brought together with their full-time academic colleagues to brainstorm possible ways of learning from each other through, for example, work-shadowing or exchanges, placements (staff and student), discussion of current developments in the professional area, joint teaching or research and development projects, access to information and resources.

The overall aims of such an approach would be to improve the status and integration of the part-timers, to increase and update the knowledge and experience of the academic staff, to share experiences of and ideas about teaching and learning, thus to benefiting not only the participating staff but also, potentially the students, whose learning experiences should be

enriched. If the outcomes of an initial, small-scale project of this nature proved successful, further such initiatives could be developed.

Online communication and support for part-time lecturers

Another key area for research would be to explore the potential use of online communication and support for part-time lecturers, as a way of decreasing their feelings of isolation and marginalisation and increasing their access to the growing bank of electronic resources being made available to full-time academics and to students. This would directly address aspects of recommendations 5, 6 and 7 above and could be done through an action research project, in conjunction with current development work being undertaken by staff development's E-learning project group in support of the University's Human Resources Strategy.

CRITICAL REFLECTIONS – A PERSONAL PERSPECTIVE

Benefits of the research to the University and beyond

While it has been a challenge to sustain this research over such an extended period, I believe that it has been a worthwhile piece of work for a number of reasons. By carrying out a systematic investigation within my own university, I have been able to put together a strong case for recommendations for changes in the way in which part-time lecturers are managed within the institution; in the medium to long term, I am hopeful that some at least of these changes will be taken forward, for the benefit of part-time lecturers, full-time academic staff and students alike. I hope also that the findings and conclusions will make a useful contribution to the growing base of knowledge on the employment, development and support of part-timers in the UK Higher Education sector as a whole.

In particular I believe that the recommendations for a more strategic approach to employing part-time lecturers, which recognised more fully and valued more explicitly their contribution, and which developed and

supported them, and their full-time colleagues and managers, more appropriately, could result in benefits to all concerned. I also believe that it would be possible to retain flexibility, through a more creative approach to contracts which met the needs of both the University and individuals without relying so heavily on hourly-paid casual teachers. While there might be additional costs in the transitional stages, there would also potentially be less waste: for example, if course directors were less stressed by the extra administrative and student support work which falls to them where part-timers are employed on 'teaching only' contracts, then there would be likely to be fewer days lost due to stress-related absence.

The idea of developing and facilitating mutually beneficial opportunities for part-time lecturers and full-time academics to exchange knowledge and experience could prove very productive. Another exciting possibility is the development of a blended (face-to-face and web-based) approach to enhancing communication with, and professional development and support of, all academic (and other) staff, including part-timers. Again this would require additional funding in the early stages, as the up-front costs of any effective online learning and support system are high, but I believe part-time lecturers could be included within an existing staff development E-learning project in the University, which is currently being funded through the Human Resources Strategy.

I hope that a summary of the findings of this research, together with the recommendations, will be put to the Quality Assurance and Enhancement and Teaching and Learning Committees of the University during the next 6-12 months.

Since I started this project in 1999, there has been increasing interest in the topic at a national level, due not least to a strengthening of areas of UK employment legislation in line with European directives, and I have particularly welcomed the opportunities afforded by the LTSN Generic Centre Part-time Teacher Initiative network to meet with colleagues who share my interest in this area. My attendance at these network meetings was made possible by a small grant from the ILTHE, whose support I gratefully

acknowledge. I hope to be able to share the findings of this research, and my future development work in this area, through the LTSN Generic Centre and the ILTHE, or, as seems likely to replace them in the near future, the proposed Academy for Learning and Teaching in Higher Education.

Incidental benefits

While the reported outcomes of this research should be of future benefit to the University, there have also been a number of incidental benefits resulting from the process of carrying out this research. For example, a Code of Practice for the Employment of Postgraduate Tutors and Demonstrators was approved by Senate in December 2002 and is now being implemented; this was the result of some meetings I held at the early stages of this research with academic colleagues responsible for part-timers and postgraduate tutors. An associate HE teacher award has been developed and accredited by SEDA (the Staff and Educational Development Association) and the ILTHE; this will run for the first time in Semester 2 of 2003-2004, with the pilot cohort being drawn from part-time teachers of all the types identified in Chapter 3. As a result of proposals put to the Quality Assurance and Enhancement Committee following initial analysis of some of the data in this research (APPENDIX 14), a working group for Professional Development of Academic Staff was set up. This group has now been working for about 18 months and has agreed a draft Continuing Professional Development (CPD) framework, which includes part-time academics and which is currently out for consultation with all staff in the University.

Personal and professional benefits

Apart from the direct benefits of developing my own knowledge and skills in research design and implementation, carrying out this study for the EdD has forced me to read, write and think more critically, to challenge my own underlying assumptions, especially about methodology, and to produce an extended piece of writing. I have also enhanced my IT skills, particularly in the use of Word, Excel and SPSS, and learned a great deal about the

possibilities, and the limitations, of these packages. My information management capabilities have also been stretched, in terms both of seeking out relevant information and of organising the vast amount of paper I have collected during the project.

The incidental benefits of the research, outlined above, have provided me with opportunities to enrich and enhance my own work as a Staff Development Officer through my writing of the Code of Practice for Postgraduate Tutors and Demonstrators, participation in the drawing up of the CPD framework for academic staff and preparation of the associate HE teacher course for accreditation by SEDA and the ILTHE. These initiatives all came about as a direct result of my concentration on part-timers in my EdD research and I look forward to helping to take forward some of the recommendations of this research.

If I were to do it all again ...

I would try to write more, sooner! I think I spent too much time analysing the quantitative data, and producing vast numbers of cross-tabulations, establishing relationships in the data which were not relevant to the research questions. Then when I had analysed the qualitative data, I had to spend a lot of time sorting out which aspects of the initial quantitative analysis were relevant. I delayed writing, except to meet the requirements to submit progress reports, and some of the early progress reports were of less value than they might have been if I had spent more time on them. I also delayed writing when I was ‘drowning in data’, when, with hindsight, I think writing could have helped me to find a way through the confusion. It was only when I started to use the guidance provided by Murray (2002) about writing a thesis that my writing began to take on a more coherent purpose and structure. Given the stage I was at, her Chapter entitled: “It is never too late to start” proved to be the motivation I needed to start writing more effectively. I have since returned to this book each time I have become overwhelmed by the task still ahead of me.

I would like to have carried out some in-depth interviews as part of the research, as it was clear from the qualitative data that came from the questionnaires that there were many interesting stories to be told. However, I do not regret my decision, supported by my supervisor, to limit my data to that produced by the two questionnaires; in practical terms, the analysis, not to mention arranging, carrying out and transcribing the interviews, would probably have proved impossible in the context of a full-time job and family commitments. Also, my research has been carried out in a way which will, I hope, convince University managers of the value of its findings and recommendations. Perhaps sometime in the future I will have time to uncover and tell some of those stories...

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APPENDICES

APPENDIX 1: Faculty and School Structures in place in 2000-2001

| FACULTY | SCHOOL |
|--|--|
| Arts, Design and Humanities | Art and Design |
| | History and International Affairs |
| | Languages and Literature |
| | Media and Performing Arts |
| Business and Management | Accounting |
| | Business Organisation and Management |
| | Business, Retail and Financial Services |
| | Hospitality, Tourism and Consumer Studies |
| | International Business |
| | Marketing, Entrepreneurship and Strategy |
| | Management Institute |
| Engineering and Built Environment | Built Environment |
| | Electrical and Mechanical Engineering |
| Informatics | Computing and Intelligent Systems |
| | Computing and Mathematical Sciences |
| | Information and Software Engineering |
| Life and Health Sciences | Applied Medical Sciences and Sports Studies |
| | Biological and Environmental Sciences |
| | Biomedical Sciences |
| | Nursing |
| | Psychology |
| | Rehabilitation Sciences |
| | Institute for Postgraduate Medicine and Primary Care |
| Social Sciences | Communication |
| | Economics and Politics |
| | Education |
| | Law |
| | Policy Studies |
| | Sociology and Applied Social Studies |

Survey of Part-time Teaching Staff in the University of ... - 2000-2001

I would be grateful if you would complete this questionnaire which seeks to gather information about the contribution of part-time teaching staff in the University. Your responses will be treated as confidential.

- 1 Which of the following **best** describes your position as a part-time teacher in the University of ... in 2000-2001? *(Please tick only one).*

Part-time Lecturer ☐
 Associate Lecturer ☐
 Graduate teaching assistant ☐
 Graduate demonstrator ☐
 Other *(Please specify)* ☐

- 2 In which year did you first start teaching at ...?
(eg 1998)

- 3 Have you taught in any other Higher Education Institutions? *(Please circle)*

Yes **go to Q4**

No **go to Q5**

- 4 If yes, in which year did you begin teaching in Higher Education? *(eg 1997)*

- 5 Please indicate the **total** number of hours you **taught** on on each **Campus** from September 2000 to August 2001

| | | |
|-------------------------------|-------|-------|
| Campus A | <hr/> | hours |
| Campus B | <hr/> | hours |
| Campus C | <hr/> | hours |
| Campus D | <hr/> | hours |
| Other <i>(Please specify)</i> | <hr/> | hours |

- 6 In which Faculty did you teach the **most hours** between September 2000 and August 2001?
(Please tick only one)

| | |
|---|--------------------------|
| Art and Design | <input type="checkbox"/> |
| Business and Management | <input type="checkbox"/> |
| Engineering | <input type="checkbox"/> |
| Informatics | <input type="checkbox"/> |
| Science | <input type="checkbox"/> |
| Social and Health Sciences and Education | <input type="checkbox"/> |

Working Conditions

Please indicate the extent to which you agree or disagree with the following statements
(Please circle the number corresponding to your level of agreement with the statement)

| | Agree Strongly | Agree | Unsure | Disagree | Disagree Strongly |
|--|-------------------|-------|--------|----------|----------------------|
| 7 I have adequate access to a computer | 1 | 2 | 3 | 4 | 5 |
| 8 I have adequate access to photocopying facilities | 1 | 2 | 3 | 4 | 5 |
| 9 I have secretarial help available | 1 | 2 | 3 | 4 | 5 |
| 10 I have adequate office space | 1 | 2 | 3 | 4 | 5 |
| 11 Car parking space is adequate | 1 | 2 | 3 | 4 | 5 |
| 12 I receive all mail and messages sent to me at the University within a reasonable time | 1 | 2 | 3 | 4 | 5 |
| 13 Teaching accommodation is always appropriate for the classes I teach | 1 | 2 | 3 | 4 | 5 |
| 14 I have access to sufficient, relevant library resources for the subjects I teach | 1 | 2 | 3 | 4 | 5 |

Employment information

15 Which of the following best describes your teaching contract with ... in 2000-2001?

Permanent part-time (salaried) appointment ☐

Fixed-term part-time (salaried) appointment ☐

Hourly paid ☐

Other *(Please specify)* ☐ _____

16 If Hourly Paid, please indicate your hourly rate of pay: £_____ per hour

17 Is part-time teaching your MAIN paid occupation?
(Please circle)

Yes

Go to Q19

No

Go to Q18

18 If you answered *No* to Q17, what is your MAIN paid occupation?

19 What is your **main reason** for choosing to teach at the University of X?

Teaching Responsibilities

- 20 Are the students you teach? *(Please tick all which apply)*
- | | |
|-------------------------|--------------------------|
| Full-time Undergraduate | <input type="checkbox"/> |
| Part-time Undergraduate | <input type="checkbox"/> |
| Full-time Postgraduate | <input type="checkbox"/> |
| Part-time Postgraduate | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |
- (Please specify)* _____

- 21 Which types of teaching have you undertaken in 2000-2001?
(Please tick all which apply)

- | | |
|----------------------|--------------------------|
| Lecture/formal class | <input type="checkbox"/> |
| Seminar | <input type="checkbox"/> |
| Tutorial | <input type="checkbox"/> |
| Workshop | <input type="checkbox"/> |
| Practical | <input type="checkbox"/> |
| Fieldwork | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |
- (Please specify)* _____

- 22 Apart from teaching students, which of the following related activities have you undertaken during 2000-2001?

- | | |
|--|--------------------------|
| Design and planning of modules | <input type="checkbox"/> |
| Assessment (marking and feedback) | <input type="checkbox"/> |
| Module co-ordination | <input type="checkbox"/> |
| Course Directorship | <input type="checkbox"/> |
| Supervision of student research projects | <input type="checkbox"/> |
| Studies advice (in formal role of Studies Advisor) | <input type="checkbox"/> |
| Attendance at Course Committee Meetings | <input type="checkbox"/> |
| Attendance at subject/school/faculty staff development | <input type="checkbox"/> |
| Other <i>(Please specify)</i> | <input type="checkbox"/> |
- _____

- 23 Do you consider that you received **adequate information** about the following in 2000-2001?

- | | | | | | | |
|------------------------------------|-----|--------------------------|----|--------------------------|--------|--------------------------|
| Course aims and learning outcomes? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Unsure | <input type="checkbox"/> |
| Module aims and learning outcomes? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Unsure | <input type="checkbox"/> |
| Module assessment requirements | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Unsure | <input type="checkbox"/> |
| Module evaluation | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Unsure | <input type="checkbox"/> |
| Faculty assessment guidelines | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Unsure | <input type="checkbox"/> |
| Faculty policy on Studies Advice | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Unsure | <input type="checkbox"/> |
| Dates and deadlines | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Unsure | <input type="checkbox"/> |
| Your role and responsibilities | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Unsure | <input type="checkbox"/> |

Staff Development

24 Have you attended any of the following induction sessions at the University of X?

(Please tick all which apply)

Part-time Lecturer Induction ☐

Induction for Postgraduate Teaching Assistants ☐
/Demonstrators

Faculty or School Induction ☐

25 Please list any other staff development you have received at or through the University during 2000-2001

26 Did you receive feedback on your teaching in 2000-2001 through any of the following methods?

(Please tick all which apply)

Observation by Head of School ☐

Observation by a colleague (Peer Observation) ☐

Student Questionnaires ☐

Module evaluation ☐

Other *(Please specify)* ☐ _____

27 Do you hold any of the following teaching qualifications?

(Please tick as many as apply)

Postgraduate Certificate/Diploma/Masters (HE Teaching) ☐

Postgraduate Certificate/Diploma/Masters (FE Teaching) ☐

Bachelor of Education (primary or secondary education) ☐

PGCE (primary, secondary or further education) ☐

CCETSW Practice Teaching Award ☐

Nurse Teaching Award ☐

TESOL/TEFL certificate ☐

Other (please specify) ☐ _____

Please indicate the extent to which you agree with the following statements

(Please circle the number corresponding to your level of agreement with the statement)

| | Agree Strongly 1 | Agree 2 | Unsure 3 | Disagree 4 | Disagree Strongly 5 |
|---|------------------------|------------|-------------|---------------|---------------------------|
| 28 I am well informed of developments within the Faculty/School | 1 | 2 | 3 | 4 | 5 |
| 29 I feel isolated within the Faculty/School | 1 | 2 | 3 | 4 | 5 |
| 30 I regularly meet with other staff teaching the same Course | 1 | 2 | 3 | 4 | 5 |
| 31 I communicate regularly with the Course Director or Head of School | 1 | 2 | 3 | 4 | 5 |
| 32 I communicate regularly with the Module Co-ordinator(s) for the Module(s) I teach | 1 | 2 | 3 | 4 | 5 |
| 33 I am invited to attend Course Committees | 1 | 2 | 3 | 4 | 5 |
| 34 I am included in social events in the School/ Faculty | 1 | 2 | 3 | 4 | 5 |
| 35 I find it easy to get advice on any difficulties which may occur | 1 | 2 | 3 | 4 | 5 |
| 36 I am invited to research seminars, lectures or other events related to my subject(s) | 1 | 2 | 3 | 4 | 5 |

General information

36 Please circle to indicate your gender M / F

37 Please tick to indicate the **highest** level of qualification you have attained

Primary Degree (eg BA or BSc)
Postgraduate Certificate/Diploma
Master's Degree (eg MA or MPhil)
Doctorate (eg PhD)
Other
(Please specify)

☐
☐
☐
☐
☐

38 Please tick to indicate your age-group

21-25 ☐ 26-40 ☐ 41-50 ☐ 51-60 ☐ Over 60 ☐

39 What is the main subject area in which you Teach? (eg Chemistry, Marketing)

40 Please outline any changes which you believe would improve your effectiveness as a part-time teacher at the University of ...

41 Any further comments or suggestions can be written in the space below.

Thank you for completing this questionnaire. Please return it in the envelope provided to:

Sarah Marshall, Staff Development, University of X ...

Tel: ... 9036 8856

Fax: ... 9036 6865

E-mail: se.marshall@...

APPENDIX 3

«Title» «Firstname» «Surname»
«Job_title»
«Address»
«Campus»

22 February 2001

Dear

Survey of part-time teachers at the University of ...
Pilot study

I am writing to ask for your assistance with a small-scale pilot study I am undertaking, prior to a research project looking at the employment, development and support of part-time teaching staff in the University.

I enclose a questionnaire for part-time teaching staff, and would ask you to complete this (with your part-time teacher 'hat' on) and provide me with some feedback on the form provided. Please base your responses on the **last academic year in which you carried out teaching in a part-time capacity**, (ie you may ignore references to 2000-2001, if not appropriate).

All information you provide will be treated as confidential, and used only for the purpose of improving the design of the main study. The findings of the main research will be used initially to assist with the planning of staff development for part-time teachers, and in the longer term to inform my EdD research in this area.

If your part-time teaching has been at Y rather than the University of X, you may find that the terminology used is slightly different, but please make an intelligent guess as to the Y equivalent. I am particularly grateful to colleagues at Y who have agreed to be part of the pilot study in order that I may avoid 'contamination' of the main group to be studied.

I would very much appreciate it if you could return your completed questionnaire and feedback in the envelope provided, by **Friday, 9 March 2001**, or sooner if at all possible, to:

Sarah Marshall, Staff Development
Tel: (36)8856 Fax: (36)6865

Please do not hesitate to contact me if you require any further clarification.

Many thanks.

Yours sincerely

Sarah Marshall
Staff Development Officer

Part-time Teaching Staff at the University of ...Pilot Study - February/March 2001**FEEDBACK ON QUESTIONNAIRE**

Thank you for completing the Questionnaire. It would be particularly helpful if you could now take a few minutes to provide some feedback on the process.

| | |
|--|--|
| How long did it take you to complete the Questionnaire? | |
| Were the instructions clear ? If not, please suggest how they might be made clearer. | |
| Were any of the questions unclear or ambiguous ? If so, please note the Question number(s). | |
| Were there any questions which you felt uneasy about answering? If so, please note the Question number(s). | |
| Please note any significant topic which was omitted. | |
| Was the layout clear? | |
| Please add any other comments/suggestions. | |

THANK YOU VERY MUCH FOR YOUR HELP.

PART-TIME TEACHERS AT THE UNIVERSITY OF ...

COURSE DIRECTORS' QUESTIONNAIRE

*This questionnaire seeks information from **Course Directors** about the nature and extent of the contribution of **part-time teachers** to the delivery of courses in the University. Please report on **ONE** Course only on each copy of this form. (You may copy the form, or request further copies from Staff Development, if you are Course Director for more than one course.)*

Q1 Please indicate the Level and Mode(s) of Delivery of the Course. (Tick as many delivery modes as apply).

Level

Sub-Degree (eg HND) ☐
 Undergraduate ☐
 Taught Postgraduate ☐

Mode(s) of Delivery

Full-time ☐
 Part-time ☐
 Distance learning ☐3

Q2 In which Faculty is this Course based?

Art, Design and Humanities ☐
 Business and Management ☐
 Engineering ☐
 Informatics ☐
 Science ☐
 Social and Health Sciences and Education ☐

Q3 Did any **part-time** teacher contribute to the teaching of this Course in 2000-2001? (Please circle)

| | | | |
|--|------------|------------------|----------|
| | Yes | Go to Q4 | 1 |
| | No | Go to Q10 | 2 |

Q4 Which of the following categories of **part-time** teacher contributed to the teaching of this Course in 2000-2001? (Please tick all which apply)

Part-time Lecturer ☐
 Associate Lecturer ☐
 Graduate Teaching Assistant ☐
 Graduate Demonstrator ☐
 Other part-time teacher ☐

(Please specify)

Q5 What was the **total** number of teaching hours contributed by **part-time** teachers to this Course in 2000-2001?

_____ hours

Q6 Which of the following types of teaching were undertaken by **part-time** teachers on this Course(s) in 2000-2001. *(Please tick all which apply)*

| | | |
|-------------------------------|--------------------------|-------|
| Lecture/formal class | <input type="checkbox"/> | |
| Seminar | <input type="checkbox"/> | |
| Tutorial | <input type="checkbox"/> | |
| Workshop | <input type="checkbox"/> | |
| Practical | <input type="checkbox"/> | |
| Fieldwork | <input type="checkbox"/> | |
| Other <i>(Please specify)</i> | <input type="checkbox"/> | _____ |
| | | _____ |

Q7 Did part-time teachers undertake or participate in any of the following activities on this Course in 2000-2001? *(Please tick all which apply)*

| | | |
|--|--------------------------|-------|
| Design and planning of modules | <input type="checkbox"/> | |
| Assessment (marking and feedback) | <input type="checkbox"/> | |
| Module co-ordination | <input type="checkbox"/> | |
| Supervision of student research projects | <input type="checkbox"/> | |
| Student advice (formal) | <input type="checkbox"/> | |
| Attendance at Course Committee | <input type="checkbox"/> | |
| Attendance at subject/school/faculty staff development | <input type="checkbox"/> | |
| Attendance at Exam Boards | <input type="checkbox"/> | |
| Other <i>(Please specify)</i> | <input type="checkbox"/> | _____ |
| | | _____ |
| | | _____ |

Q8 What are the main reasons for using part-time teachers on this Course? *(Please tick as many as apply)*

| | | |
|--|--------------------------|-------|
| Particular expertise of part-time teacher | <input type="checkbox"/> | |
| Insufficient full-time lecturers available | <input type="checkbox"/> | |
| Response to student numbers | <input type="checkbox"/> | |
| 'Buy-out' of staff time (eg for research) | <input type="checkbox"/> | |
| To cover sabbatical | <input type="checkbox"/> | |
| To cover absence through illness | <input type="checkbox"/> | |
| Vacant post(s) | <input type="checkbox"/> | |
| Assistance with practical classes | <input type="checkbox"/> | |
| Other reasons <i>(please specify)</i> | <input type="checkbox"/> | _____ |
| | | _____ |
| | | _____ |

Q9 Who is usually the main contact person
for part-time teachers on this Course? _____
(eg Module Co-ordinator)

Q10 On which Campus(es) is this Course taught?

Campus A ☐
Campus B ☐
Campus C ☐
Campus D ☐
Other (please specify) ☐ _____

Q11 What, in your view, are the main **benefits** of using part-time teaching staff?

Q12 Please outline any **problems** you have experienced in relation to the use of part-time teaching staff on this, or any other University of ... course you have been involved in:

Thank you for completing this Questionnaire. If you have any further comments you would like to make in relation to the use of part-time teachers on your Course, or generally, please use the back of this page.

**Please return completed Questionnaire to Sarah Marshall, Staff Development,
Room 2F11 (Ext: 8856, Fax: 6865, E-mail: se.marshall@...)**

FURTHER COMMENTS

APPENDIX 6

«Title» «Firstname» «Surname»
«Address»

22 February 2001

Dear

Part-time teaching staff at the University of ...
Survey of Course Directors

I am carrying out some research into the employment, development and support of part-time teaching staff at the University. The main research will be carried out from September 2001, but I am currently undertaking a small-scale pilot study, part of which aims to gather information from a sample of Course Directors across all Faculties and Campuses.

I should be most grateful if you would take a few minutes to complete the Pilot Questionnaire and provide some brief feedback on the form provided.

All information you provide will be treated as confidential, and used only for the purpose of improving the design of the main study.

The findings of the main research will be used initially to assist with the planning of staff development for part-time teachers, and in the longer term to inform my EdD research in this area.

Please do not hesitate to contact me if you require any further clarification.

I would very much appreciate it if you could return your completed questionnaire and feedback in the envelope provided, by **Friday, 9 March 2001**, or sooner if at all possible, to:

Sarah Marshall, Staff Development, Room 2F11
Ext: 8856 Fax: 6865 e-mail: se.marshall@ ...

Please do not hesitate to contact me if you require any further clarification.

Many thanks.

Yours sincerely

Sarah Marshall
Staff Development Officer

| | | | | |
|---|-----|---------|-----------|-----|
| | | | | |
| 0 | V1 | ID | (Numeric) | |
| 1 | V2 | subdeg | 1 | Yes |
| | | | 2 | No |
| | V3 | ug | 1 | Yes |
| | | | 2 | No |
| | V4 | pg | 1 | Yes |
| | | | 2 | No |
| | V5 | ft | 1 | Yes |
| | | | 2 | No |
| | V6 | pt | 1 | Yes |
| | | | 2 | No |
| | V7 | dl | 1 | Yes |
| | | | 2 | No |
| 2 | V8 | fac | 1 | ADH |
| | | | 2 | BMT |
| | | | 3 | ENG |
| | | | 4 | INF |
| | | | 5 | SCI |
| | | | 6 | SOC |
| 3 | V9 | ptcontr | 1 | Yes |
| | | | 2 | No |
| 4 | V10 | ptl | 1 | Yes |
| | | | 2 | No |
| | | asl | 1 | Yes |
| | | | 2 | No |
| | | gta | 1 | Yes |
| | | | 2 | No |
| | | gdm | 1 | Yes |
| | | | 2 | No |
| | | crs | 1 | Yes |
| | | | 2 | No |
| | | orpt | 1 | Yes |
| | | | 2 | No |

Survey of Part-time Teaching Staff in the University of ... - 2000-2001

I would be grateful if you would complete this questionnaire which seeks to gather information about the contribution of part-time teaching staff in the University. Your responses will be treated as confidential.

- 1 Which of the following **best** describes your position as a part-time teacher in the University of ... in **2000-2001**? *(Please tick only one).*

Part-time Lecturer ☐
 Associate Lecturer ☐
 Graduate teaching assistant ☐
 Graduate demonstrator ☐
 Contract research staff ☐
 Other *(Please specify)* ☐

- 2 In which year did you first start teaching in Higher Education
(eg 1998)

- 3 Did you teach in any other Higher Education Institution **Yes** ☐
 in 2000-2001? *(Please tick)* **No** ☐

- 4 Please indicate the **total** number of hours you **taught** for the University of ... between September 2000 and August 2001 hours

- 5 Which was the **main** Campus location for your teaching in 2000-2001? *(Please tick only one):*

Campus A ☐
 Campus B ☐
 Campus C ☐
 Campus D ☐
 Other *(Please specify)* ☐

- 6 In which Faculty did you teach the **most hours** between September 2000 and August 2001? *(Please tick only one)*

Art, Design and Humanities ☐
 Business and Management ☐
 Engineering ☐
 Informatics ☐
 Science ☐
 Social and Health Sciences and Education ☐

Working Conditions

Please indicate the extent to which you agree or disagree with the following statements
(Please tick one box for each statement)

| | Agree Strongly | Agree | Unsure | Disagree | Disagree Strongly |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7 I have adequate access to a computer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I have adequate access to photocopying facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 I have secretarial help available | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 I have adequate office space | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 Car parking space is adequate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 I receive all mail and messages sent to me at the University within a reasonable time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 Teaching accommodation is always appropriate for the classes I teach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 I have access to sufficient, relevant library resources for the subjects I teach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Employment information

15 Which of the following best describes your **teaching** contract with ... in 2000-2001?

- Permanent part-time (salaried) appointment ☐
- Fixed-term part-time (salaried) appointment ☐
- Hourly paid ☐
- Other *(Please specify)* ☐ _____

16 If Hourly Paid, please indicate your hourly rate of pay: £_____ per hour

17 Is part-time teaching at this University your
MAIN paid occupation? *(Please circle)*

Yes **Go to Q19**
 No **Go to Q18**

18 If you answered *No* to Q17, what is your
MAIN paid occupation?

19 What are your main reasons for choosing to teach at the University of ...? *(You may mark more than one)*

- Retired or early retired (including redundancy) ☐
 Research assistant/contract researcher ☐
 Post graduate student ☐
 It is a possible route to a full-time HE teaching post ☐
 Fits in with family/caring responsibilities ☐
 Disenchanted with/stressed by full-time commitment ☐
 Other *(please specify)* ☐ _____

Teaching Responsibilities

- 20 Were the students you taught? *(Please tick all which apply)*
- | | |
|-------------------------|--------------------------|
| Full-time Undergraduate | <input type="checkbox"/> |
| Part-time Undergraduate | <input type="checkbox"/> |
| Full-time Postgraduate | <input type="checkbox"/> |
| Part-time Postgraduate | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |
- (Please specify)* _____

21 Which types of teaching did you undertake in 2000-2001? *(Please tick all which apply)*

- | | | | |
|----------------------|--------------------------|-----------|--------------------------|
| Lecture/formal class | <input type="checkbox"/> | Practical | <input type="checkbox"/> |
| Seminar | <input type="checkbox"/> | Workshop | <input type="checkbox"/> |
| Tutorial | <input type="checkbox"/> | Fieldwork | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | _____ | |

(Please specify)

22 Apart from teaching students, please indicate whether you have undertaken any of the following related activities during 2000-2001? *(Please tick as many as apply).*

- | | |
|--|--------------------------|
| Design and planning of modules | <input type="checkbox"/> |
| Assessment (marking and feedback) | <input type="checkbox"/> |
| Module co-ordination | <input type="checkbox"/> |
| Course Directorship | <input type="checkbox"/> |
| Supervision of student research projects | <input type="checkbox"/> |
| Studies advice (in formal role of Studies Advisor) | <input type="checkbox"/> |
| Attendance at Course Committee Meetings | <input type="checkbox"/> |
| Attendance at subject/school/faculty staff development | <input type="checkbox"/> |
| Other <i>(Please specify)</i> | <input type="checkbox"/> |
- _____

23 Do you consider that you received **adequate information** about the following in 2000-2001?

(Please tick **one** box in each case)

| | Definitely | Probably | Unsure | Probably Not | Definitely Not |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Course aims and learning outcomes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Module aims and learning outcomes? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Module assessment requirements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Module evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty assessment guidelines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Faculty policy on Studies Advice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dates and deadlines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Your role and responsibilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Staff Development

24 Have you ever attended an induction session at the University of ... ?

(Please tick **one**)

Yes ☐
No ☐

25 Please list any other staff development you have received at or through ... **during 2000-2001**

(This could include subject, school, faculty or centrally provided development)

26 Did you receive feedback on your teaching in 2000-2001 through any of the following methods?

(Please tick **all which apply**)

Observation by Head of School ☐

Observation by a colleague (Peer Observation) ☐

Student Questionnaires ☐

Module evaluation ☐

Other (Please specify) ☐

27 Do you hold any of the following teaching qualifications?

(Please tick as many as apply)

- Postgraduate Certificate/Diploma/Masters (HE Teaching) ☐
- Postgraduate Certificate/Diploma/Masters (FE Teaching) ☐
- Bachelor of Education (primary or secondary education) ☐
- PGCE (primary, secondary or further education) ☐
- CCETSW Practice Teaching Award ☐
- Nurse Teaching Award ☐
- TESOL/TEFL certificate ☐
- Other (please specify) ☐ _____
- No teaching qualification ☐

28 Would you be interested in attending an accredited staff development course (one semester) leading to eligibility for associate membership of the ILT (Institute for Learning and Teaching in Higher Education)?

Yes ☐

Possibly ☐

No ☐

Please indicate the extent to which you agree with the following statements

(Please circle the number corresponding to your level of agreement with the statement)

| | Agree Strongly | Agree | Unsure | Disagree | Disagree Strongly |
|---|-------------------|-------|--------|----------|----------------------|
| 29 I am well informed of developments within the Faculty/School | 5 | 4 | 3 | 2 | 1 |
| 30 I feel isolated within the Faculty/School | 5 | 4 | 3 | 2 | 1 |
| 31 I regularly meet with other staff teaching the same Course | 5 | 4 | 3 | 2 | 1 |
| 32 I communicate regularly with the Course Director or Head of School | 5 | 4 | 3 | 2 | 1 |
| 33 I communicate regularly with the Module Co-ordinator(s) for the Module(s) I teach | 5 | 4 | 3 | 2 | 1 |
| 34 I am invited to attend Course Committees | 5 | 4 | 3 | 2 | 1 |
| 35 I am included in social events in the School/ Faculty | 5 | 4 | 3 | 2 | 1 |
| 36 I find it easy to get advice on any difficulties which may occur | 5 | 4 | 3 | 2 | 1 |
| 37 I am invited to research seminars, lectures or other events related to my subject(s) | 5 | 4 | 3 | 2 | 1 |

General information

38 Please circle to indicate your gender M / F

39 Please tick to indicate the **highest**
level of qualification you have attained

| | |
|----------------------------------|--------------------------|
| Primary Degree (eg BA or BSc) | <input type="checkbox"/> |
| Postgraduate Certificate/Diploma | <input type="checkbox"/> |
| Master's Degree (eg MA or MPhil) | <input type="checkbox"/> |
| Doctorate (eg PhD) | <input type="checkbox"/> |
| Other (<i>Please specify</i>) | <input type="checkbox"/> |

40 Please tick to indicate your age-group

21-25 ☐ 26-40 ☐ 41-50 ☐ 51-60 ☐ Over 60 ☐

41 What is the main subject area in which you
Teach? (eg Chemistry, Marketing)

42 Please outline any changes which you believe would improve your effectiveness as a part-time teacher at the University of ...

43 Please use the space below to make any further comments or suggestions relating to the employment, development and support of part-time teachers at the University of ...

Thank you for completing this questionnaire. Please return it in the envelope provided to:

Sarah Marshall, Staff Development, University of ...

Tel: ... 9036 8856

Fax: ... 9036 6865

E-mail: se.marshall@...

PART-TIME TEACHERS AT THE UNIVERSITY OF ...

COURSE DIRECTORS' QUESTIONNAIRE

*This questionnaire seeks information from **Course Directors** about the nature and extent of the contribution of **part-time teachers** to the delivery of courses in the University. Please report on **ONE** Course only on this form. If your course used **no** part-time teachers in 2000-2001, please **complete** Questions 1-3 and then move to Questions 10 and 11, as indicated.*

Q1 Please indicate the Level and Mode(s) of Delivery of the Course. *(Tick as many delivery modes as apply).*

| Level | | Mode(s) of Delivery | |
|---------------------|--------------------------|----------------------------|--------------------------|
| Sub-Degree (eg HND) | <input type="checkbox"/> | Full-time | <input type="checkbox"/> |
| Undergraduate | <input type="checkbox"/> | Part-time | <input type="checkbox"/> |
| Taught Postgraduate | <input type="checkbox"/> | Distance learning | <input type="checkbox"/> |

Q2 In which Faculty was this Course based in 2000-2001?

| | |
|---|--------------------------|
| Art, Design and Humanities | <input type="checkbox"/> |
| Business and Management | <input type="checkbox"/> |
| Engineering | <input type="checkbox"/> |
| Informatics | <input type="checkbox"/> |
| Science | <input type="checkbox"/> |
| Social and Health Sciences and Education | <input type="checkbox"/> |

| | | |
|---|------------|------------------|
| Q3 Did any part-time teacher contribute to the teaching of this Course in 2000-2001? <i>(Please circle)</i> | Yes | Go to Q4 |
| | No | Go to Q10 |

Q4 Which of the following categories of **part-time** teacher contributed to the teaching of this Course in 2000-2001? *(Please tick all which apply)*

| | | |
|-----------------------------|--------------------------|-------|
| Part-time Lecturer | <input type="checkbox"/> | |
| Associate Lecturer | <input type="checkbox"/> | |
| Graduate Teaching Assistant | <input type="checkbox"/> | |
| Graduate Demonstrator | <input type="checkbox"/> | |
| Contract researcher | <input type="checkbox"/> | |
| Other part-time teacher | <input type="checkbox"/> | _____ |
| <i>(Please specify)</i> | | _____ |

Q5 Which of the following types of teaching were undertaken by **part-time** teachers on this Course(s) in 2000-2001. *(Please tick all which apply)*

- Lecture/formal class ☐
- Seminar ☐
- Tutorial ☐
- Workshop ☐
- Practical ☐
- Fieldwork ☐
- Other *(Please specify)* ☐ _____

Q6 Did part-time teachers undertake or participate in any of the following activities on this Course in 2000-2001? *(Please tick all which apply)*

- Design and planning of modules ☐
- Assessment (marking and feedback) ☐
- Module co-ordination ☐
- Supervision of student research projects ☐
- Student advice (formal) ☐
- Attendance at Course Committees ☐
- School or faculty staff development ☐
- Attendance at Exam Boards ☐
- Academic Research ☐
- Other *(Please specify)* ☐ _____
- _____
- _____
- _____

Q7 What are the main reasons for using part-time teachers on this Course? *(Please tick no more than three reasons)*

- Particular expertise of part-time teacher ☐
- Insufficient full-time lecturers available ☐
- Response to student numbers ☐
- 'Buy-out' of staff time (eg for research) ☐
- To cover sabbatical ☐
- To cover absence through illness ☐
- Vacant post(s) ☐
- Assistance with practical classes ☐
- Other reasons *(please specify)* ☐ _____
- _____
- _____

Q8 Who is usually the main contact person
for part-time teachers on this Course?
(eg Module Co-ordinator)

Q9 On which Campus(es) is this Course taught?

Campus A ☐
Campus B ☐
Campus C ☐
Campus D ☐
Other (please specify) ☐

Q10 What, in your view, are the main **benefits** of using part-time teaching staff?

Q11 Please outline any **problems** you have experienced in relation to the use of part-time teaching staff on this, or any other University of ... course you have been involved in:

Thank you for completing this Questionnaire. If you have any further comments you would like to make in relation to the employment, development or support of part-time teachers on your Course, or in general, please use the back of this page.

**Please return completed Questionnaire to Sarah Marshall, Staff Development,
Room 2F11 (Ext: 8856, Fax: 6865, E-mail: se.marshall@ ...)**

APPENDIX 9

If you have any further comments or suggestions you would like to make in relation to the employment, development and support of part-time teachers, please use the space below:

APPENDIX 10

November 2001

Dear

Survey of part-time teachers at the University of ...

I am writing to ask for your assistance with a research project I am undertaking, which is looking at the employment, development and support of part-time teaching staff in the University.

I enclose a questionnaire for part-time teaching staff, and would ask you to complete this (with your part-time teacher 'hat' on). Please base your responses on the period from **1 September 2000 to 31 August 2001**, last academic year. The questionnaire should take you no longer than 10 minutes to complete.

All information you provide will be treated as confidential, and any serial numbers will be used only for checking the degree to which the responses received are representative of the University's part-time teachers as a whole. The results of the survey will be used both to contribute to my EdD research in this area and to enable a more informed approach to be taken by the University in relation to the development and support provided for part-time teaching staff in the future.

I would very much appreciate it if you could return your completed questionnaire in the envelope provided, by **Friday, 30 November 2001**, or sooner if at all possible, to:

Sarah Marshall, Staff Development, University of ...
Tel: ... (36)8856 Fax: ... (36)6865

Please do not hesitate to contact me if you require any further clarification.

Thank you very much for your help.

Yours sincerely

Sarah Marshall
Staff Development Officer

Enc

November 2001

Dear

Part-time teaching staff at the University of ...
Survey of Course Directors

I am writing to ask for your assistance with a research project I am undertaking, which is looking at the employment, development and support of part-time teaching staff in the University. As part of this, I am seeking to represent not only the views of the part-time teachers themselves, but also of those on whose courses they are employed to teach. I would ask you to base your responses on the period from **1 September 2000 to 31 August 2001**.

I should be most grateful if you would take a few minutes to complete the enclosed Questionnaire for Course Directors, which should take you about 5 minutes. **Even if you used no part-time teachers** during this period, the questionnaire allows for your views on the general benefits and problems associated with employing part-timers, so please do take a few minutes to fill in the relevant sections.

All information you provide will be treated as confidential, and any serial numbers will be used only for checking the degree to which the responses received are representative of all Faculties and Campuses. The results of the survey will be used both to contribute to my EdD research in this area and to enable a more informed approach to be taken by the University in relation to the development and support provided for part-time teaching staff, and those who employ them, in the future.

I would very much appreciate it if you could return your completed questionnaire, in the envelope provided, by **Friday, 30 November 2001**, or sooner if at all possible, to:

Sarah Marshall, Staff Development, Room 2F11
Ext: 8856 Fax: 6865 e-mail: *se.marshall@ ...*

Please do not hesitate to contact me if you require any further clarification.

Thank you very much for your help.

Yours sincerely

Sarah Marshall
Staff Development Officer

9 December 2001

Dear Colleague

Part-time Teacher Questionnaire

A few weeks ago you should have received a questionnaire from me in relation to some research I am undertaking in relation to the employment, development and support of part-time teachers in Higher Education.

If you have already completed and returned this questionnaire, may I thank you very much. If not - could you take 10 minutes to fill it in before the end of this week? Your views are very important.

Please return the questionnaire to:

Sarah Marshall
Staff Development
Room 2F05
University of ...

Tel: ... 36 8856
Fax: ... 36 6865
E-mail: se.marshall@...

If you require a further copy of the questionnaire, please contact me and I will arrange for one to be sent to you.

Thank you very much for your help, and best wishes for a happy Christmas and New Year.

Yours faithfully

Sarah Marshall
Staff Development Officer

9 December 2001

Dear Colleague

**Part-time teaching staff at the University of ...
Survey of Course Directors**

A few weeks ago you should have received a questionnaire from me in relation to some research I am undertaking in relation to the employment, development and support of part-time teachers in Higher Education.

If you have already completed and returned this questionnaire, may I thank you very much. If not - could you take 10 minutes to fill it in before the end of this week? Your views are very important.

Please return the questionnaire to:

Sarah Marshall
Staff Development
Room 2F05
University of ...

Tel: ... 8856
Fax: ... 6865
E-mail: se.marshall@...

If you require a further copy of the questionnaire, please contact me and I will arrange for one to be sent to you.

Thank you very much for your help, and best wishes for a happy Christmas and New Year.

Yours faithfully

Sarah Marshall
Staff Development Officer

*Report to Academic Staff CPD Working Group: June 2002*Development of Part-time Teachers in the University of ...OVERVIEW OF RESEARCH AND INITIAL FINDINGS DIRECTLY RELATING TO STAFF DEVELOPMENT ISSUES

The purpose of this report is to provide information for the working group on professional development for academic staff in the University. The data on which the report is based have been extracted from a larger research project on the employment, development and support of part-time teachers in HE. The report briefly describes the methodology for the research, and then outlines key findings relating to staff development for part-time teachers.

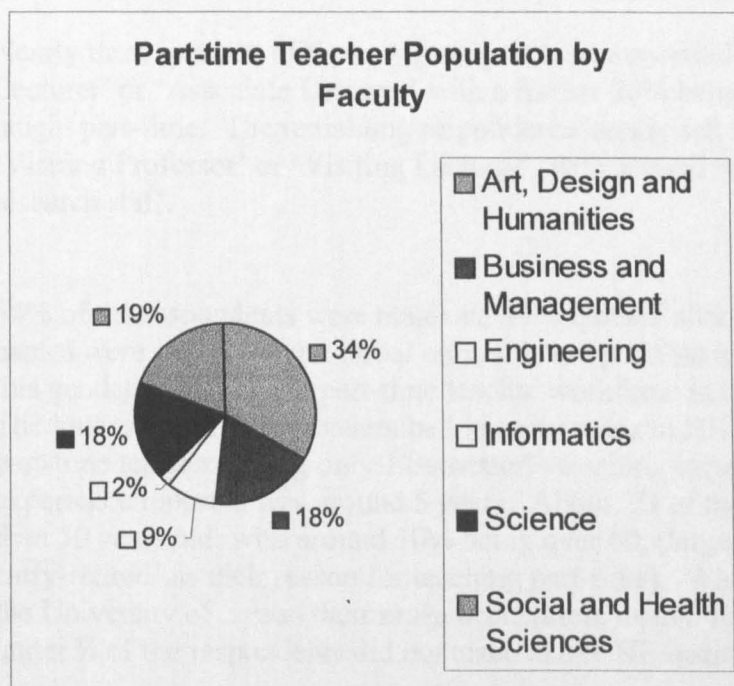
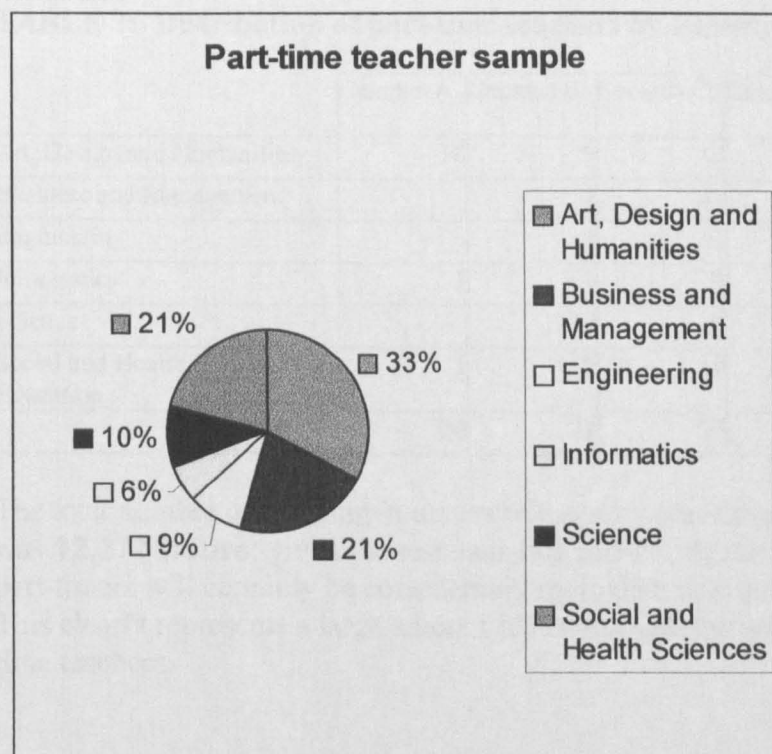
Methodology

Information was gathered from part-time teachers across all Faculties and Campus locations. A survey was carried out in November 2001, to gather data on the experiences of the part-time teachers during the academic year 2000-2001. Faculty identities are therefore those in place during that academic year, and do not reflect the current structures. With further analysis of the data, however, it would be possible, since the subjects taught were identified by participants, to translate the faculty breakdown to match the 'new' structures.

Questionnaires were distributed by internal mail (or post where necessary) to 290 part-time teachers, who had been identified from the HR Database and by requests to Faculty offices. The distribution and response rates for the survey are presented by Faculty in Table 1 and illustrated in Figure 1 and Figure 2.

TABLE 1: Part-time Teachers - Sample Information

| Faculty (2000 - 2001) | Sent out | Undelivered | Delivered | Breakdown of population by Faculty | Total returns | % returned in each Faculty | Breakdown of returns by Faculty |
|--|----------|-------------|-----------|------------------------------------|---------------|----------------------------|---------------------------------|
| Art, Design and Humanities | 96 | 6 | 90 | 33% | 48 | 53.3% | 33% |
| Business and Management | 55 | 5 | 50 | 18% | 31 | 62.0% | 21% |
| Engineering | 25 | 1 | 24 | 9% | 13 | 54.2% | 9% |
| Informatics | 6 | 1 | 5 | 2% | 9 | 180.0% | 6% |
| Science | 51 | 1 | 50 | 18% | 14 | 28.0% | 10% |
| Social and Health Sciences and Education | 57 | 4 | 53 | 19% | 31 | 58.5% | 21% |
| TOTALS | 290 | 18 | 272 | | 146 | 53.7% | |

FIGURE 1: Part-time Teacher Population by Faculty**FIGURE 2: Part-time Teacher respondents by Faculty**

As can be seen, from Table 1 and Figures 1 and 2, the responses produced a sample which was broadly representative by Faculty.

Brief outline of relevant findings

1 Characteristics of the part-time teacher population

Nearly three quarters of those who responded categorised themselves as 'Part-time Lecturer' or 'Associate Lecturer' with a further 20% being postgraduate students who taught part-time. The remaining respondents largely fell into the group calling itself 'Visiting Professor' or 'Visiting Lecturer', with a small number being contract research staff.

54% of the respondents were male and 46% female, although, since many contact names were given with an initial only, it is not possible to judge how representative this gender split is of the part-time teacher workforce in the University as a whole. The longest-serving respondent had been teaching in HE since 1957, the 'newest' part-time teacher having only 1 Semester's teaching experience; the average teaching experience reported was around 5 years. About 2/3 of the part-time teachers were less than 50 years old, with around 10% being over 60, (largely those who gave 'retired or early-retired' as their reason for teaching part-time). When asked whether teaching at the University of ... was their **main** occupation, nearly 40% said that it was. Just under ¼ of the respondents did not teach at any HE institution other than

The location of part-time teachers by Faculty and by Campus is shown in Table 2.

TABLE 2: Distribution of part-time teachers by Faculty and Main Campus

| | Campus A | Campus B | Campus C | Campus D | Other campus | Total |
|--|----------|----------|----------|----------|--------------|-------|
| Art, Design and Humanities | 18 | 9 | 12 | 9 | | 48 |
| Business and Management | | 2 | 23 | 6 | | 31 |
| Engineering | | 1 | 11 | 1 | | 13 |
| Informatics | 1 | 1 | 7 | | | 9 |
| Science | | 10 | 3 | | 1 | 14 |
| Social and Health Sciences and Education | 1 | 9 | 19 | 1 | 1 | 31 |
| | 20 | 32 | 75 | 17 | 2 | 146 |

The total number of teaching hours contributed by part-time teachers who responded was **12,377 hours**; given the response rate of 54%, the total hours contributed by part-timers will certainly be considerably more than this, and could be nearly double. This clearly represents a large amount of contact time between our students and part-time teachers.

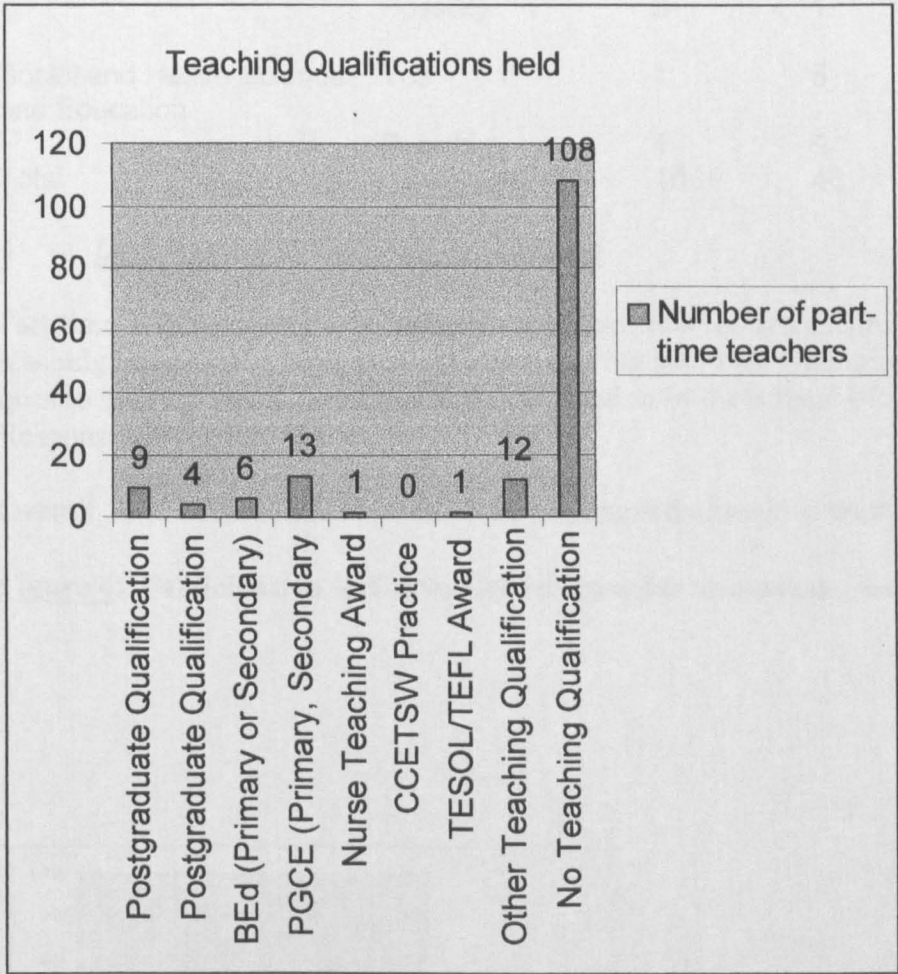
2 Attendance at Induction and other staff development in the University

Just over half the respondents had attended some form of University Induction for Part-time Teachers. However, there was very little attendance reported at other staff development in the University. 87% (107 people) had not attended any other staff development, although 45% of respondents said that they had been **invited to** research seminars or other subject-related events.

3 Teaching Qualifications held

Part-time Teachers were asked to identify both their highest educational qualification, and any teaching qualification held. For the purposes of this report, the emphasis will be on teaching qualifications and associated staff development issues. Figure 3 shows the teaching qualifications held by respondents to the questionnaire.

FIGURE 3: **TEACHING QUALIFICATIONS HELD**



Just over 70% of respondents held no teaching qualification; and of these, 89% said they would be interested, or might be interested, in attending an accredited course. This represents 51 people who expressed a definite interest in attending, and a further 35 who might be interested. The Faculty and Campus locations of these potential candidates for an accredited course are set out in Table 4.

TABLE 4: Numbers of Part-time Teachers who would be interested/possibly interested in attending an accredited one-module course

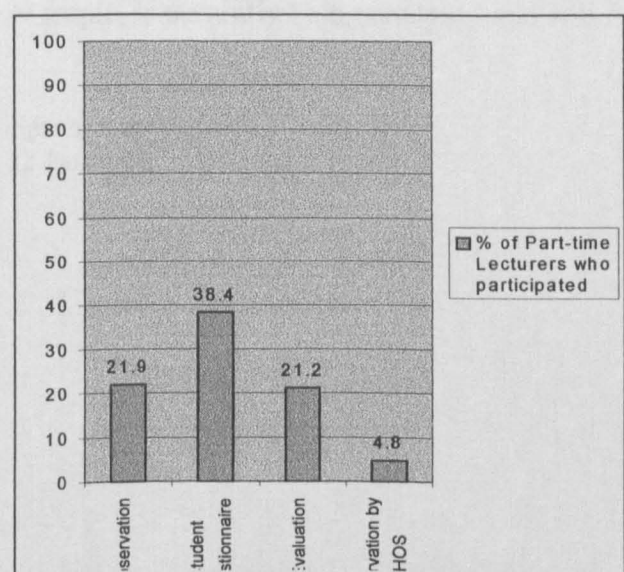
| | | Campus A | Campus B | Campus C | Campus D | Total |
|--|----------|----------|----------|----------|----------|-------|
| Art, Design and Humanities | Yes | 8 | 5 | 1 | 2 | 16 |
| | Possibly | 4 | 1 | 4 | 1 | 10 |
| Business and Management | Yes | | 1 | 11 | 3 | 15 |
| | Possibly | | | 6 | 1 | 7 |
| Engineering | Yes | | | 4 | | 4 |
| | Possibly | | 1 | 3 | | 4 |
| Informatics | Yes | 1 | | 3 | | 4 |
| Science | Yes | | 3 | 1 | | 5 |
| | Possibly | | 3 | 1 | | 4 |
| Social and Health Sciences and Education | Yes | 1 | 1 | 5 | | 7 |
| | Possibly | | 1 | 9 | | 10 |
| Total | | 14 | 16 | 48 | 7 | 86 |

4 Developmental feedback on teaching

Part-time Teachers were asked whether they had received any feedback on their teaching; specifically, they were questioned about peer observation, student questionnaires, module evaluation and observation by their Head of School. Responses are shown in Figure 4.

Overall, 45% of these staff had received **no** formal feedback on their teaching

Figure 4: Participation in University schemes for enhancing quality of teaching



Initial conclusions regarding staff development for part-time teachers

- 1 The contribution of part-time teachers, in terms of contact hours, is extensive, and in the majority of cases there has been no induction or other staff development attended.
- 2 Most part-time teachers have no teaching qualification, although many have several years' teaching experience in HE.
- 3 Of those who hold no teaching qualification, 51 staff would be interested in attending a one-module accredited programme, with a further 35 who might be interested.
- 4 Nearly half the respondents had received no feedback on their teaching through University Schemes (ie Peer Observation, Student Questionnaire, Module Evaluation, HOS Observation).

Initial Recommendations

- 1 That there should be a mandatory induction/briefing programme, either at local level or centrally, for all part-time teachers.
- 2 That all part-time teachers should be encouraged to attend a one-day (two-evening) introduction to learning and teaching in the University.
- 3 That the course currently being accredited by SEDA should be run as a pilot with a range of part-time teachers (ie part-time teachers, postgraduate teaching assistants, contract research staff, library staff), following which it should be offered to all part-time teachers, especially those with substantial contact hours with our students. Consideration should also be given to routes for progression from this Award to the PGCUT, and to further development of the PGCUT towards Diploma and Masters qualifications.
- 4 That part-time teachers should be encouraged to participate in University schemes aimed at enhancing teaching quality, (eg Peer Observation).

This report has considered only those issues which are of immediate importance for Staff Development. Further data, relating to issues of workload and integration, for example, is currently being analysed and will be reported upon in due course.

Sarah Marshall
12 June 2002